B6045-2

The Metropolitan Life Survey Of

THE AMERICAN TEACHER

Conducted for

METROPOLITAN LIFE INSURANCE COMPANY

by

LOUIS HARRIS AND ASSOCIATES, INC.

June 1984

Project Directors:

Louis Harris, Chairman

Joshua D. Libresco, Vice President

Robert P. Parker, Research Director

FOREWARD FROM METROPOLITAN

First-rate public education is the foundation of a dynamic society.

Without quality public school instruction, the United States risks its future in science, technology, finance and other fast-changing fields.

For some 40 million young people now in elementary and secondary schools, the quality of their education is critical to their future, and to ours as well.

A key to better public education is the teacher. Teachers are at the center of the educational experience. Despite enormous daily pressures, they are expected to transmit the accumulated knowledge of decades to children of differing backgrounds, abilities, and needs--a tall order.

If we as a nation truly want quality public education, we must pay more attention to the needs and concerns of teachers. They must be an integral part of any effort to attain a higher level of educational excellence.

This penetrating study dispels some long-standing myths about teachers. It also confirms our respect for teachers as responsible and concerned professionals. Moreover, this is one of the only studies in recent years that actually seeks the views and insights of working teachers throughout the country.

Some of the findings are unexpected--and, we might add, very promising. The results should provide a sound basis for the thoughtful consideration of everyone interested in better teaching and better public education.

Metropolitan commissioned this study as a first step in its commitment to encouraging excellence in public education.

We are particularly pleased to be associated with Louis Harris and his distinguished organization. As expected, they have produced a valuable and much needed look at our public school teachers.

CONTENTS

Page

I. INTRODUCTION 1

II. AN OVERVIEW OF THE MAJOR FINDINGS OF THIS STUDY 5

III. A PROFILE OF TEACHERS IN THE UNITED STATES 11

IV. THE JOB SATISFACTION OF THE AMERICAN TEACHER 19
Overall Job Satisfaction 19
Specific Aspects of Job Satisfaction 19

V. TEACHERS' RATINGS OF THEIR OWN SCHOOLS 25
Overall Ratings 25
Ratings on Specific Educational Issues 25

VI. TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THE SCHOOLS 31

VII. TEACHERS' REACTIONS TO VARIOUS SUGGESTIONS FOR IMPROVING THE SCHOOLS 35
Suggestions To Improve the Quality of Education 35
Suggestions To Improve the Quality of Teaching 36

VIII. TEACHERS' ATTITUDES TOWARD MERIT PAY AND VARIOUS MEASURES OF THEIR PERFORMANCE 43
Attitudes Toward Merit Pay 43
Attitudes Toward Various Measures of Performance 43

IX. TEACHERS' ATTITUDES TOWARD FEDERAL INVOLVEMENT IN EDUCATION 49
Overall Attitudes Toward Federal Involvement 49
Evaluations of Tuition Payment Recommendations 49

APPENDIX A: SURVEY METHODOLOGY 55

APPENDIX B: THE QUESTIONNAIRE 61

TABLES

Table — Page

I. INTRODUCTION

1 WHETHER TEACHERS' OPINIONS HAVE BEEN ADEQUATELY HEARD 2

III. A PROFILE OF TEACHERS IN THE UNITED STATES

2 DISTRIBUTION OF TEACHERS BY SEX 12

3 DISTRIBUTION OF TEACHERS BY AGE 12

4 DISTRIBUTION OF TEACHERS BY YEARS TAUGHT AND BY WHETHER OR NOT THEY HAVE TENURE 13

5 DISTRIBUTION OF TEACHERS BY MARITAL STATUS AND BY WHETHER OR NOT THEY HAVE CHILDREN IN SCHOOL 14

6 DISTRIBUTION OF TEACHERS BY UNION MEMBERSHIP 15

7 DISTRIBUTION OF TEACHERS BY HOURS WORKED 16

8 DISTRIBUTION OF TEACHERS BY HOUSEHOLD INCOME 17

IV. THE JOB SATISFACTION OF THE AMERICAN TEACHER

9 TEACHERS' OVERALL JOB SATISFACTION 20

10 TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION 21

11 TEACHERS' ATTITUDES TOWARDS SPECIFIC ASPECTS OF JOB SATISFACTION: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 22

12 TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION: BY REGION AND BY SIZE OF PLACE 23

V. TEACHERS' RATINGS OF THEIR OWN SCHOOLS

13 TEACHERS' OVERALL RATINGS OF THEIR SCHOOL 26

14 TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES 27

15 TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 28

16 TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES: BY REGION AND BY SIZE OF PLACE 29

TABLES (Continued)

Table Page

VI. TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THE SCHOOLS

17 TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THEIR OWN SCHOOLS 32

18 TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THEIR OWN SCHOOLS: BY REGION, BY SIZE OF PLACE, AND BY TYPE OF SCHOOL 33

VII. TEACHERS' REACTIONS TO VARIOUS SUGGESTIONS FOR IMPROVING THE SCHOOLS

19 WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL 37

20 WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 38

21 WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL: BY REGION AND BY SIZE OF PLACE 39

22 WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING 40

23 WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 41

24 WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING: BY REGION AND BY SIZE OF PLACE 42

VIII. TEACHERS' ATTITUDES TOWARD MERIT PAY AND VARIOUS MEASURES OF THEIR PERFORMANCE

25 TEACHERS' ATTITUDES TOWARD MERIT PAY 44

26 TEACHERS' ATTITUDES TOWARD MERIT PAY: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 45

27 TEACHERS' ATTITUDES TOWARD VARIOUS MEASURES OF THEIR PERFORMANCE 46

28 TEACHERS' ATTITUDES TOWARD VARIOUS MEASURES OF THEIR PERFORMANCE: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 47

TABLES (Continued)

Table — Page

IX. TEACHERS' ATTITUDES TOWARD FEDERAL INVOLVEMENT IN EDUCATION

29 GENERAL ATTITUDES TOWARD FEDERAL INVOLVEMENT: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY AGE 50

30 GENERAL ATTITUDES TOWARD FEDERAL INVOLVEMENT: BY REGION AND BY UNION MEMBERSHIP 51

31 EVALUATIONS OF TUITION PAYMENT RECOMMENDATIONS 52

32 EVALUATIONS OF TUITION PAYMENT RECOMMENDATIONS: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY AGE 53

APPENDIX A: SURVEY METHODOLOGY

A-1 SAMPLE DISTRIBUTION 56

A-2 FINAL SAMPLE DISPOSITION 58

A-3 APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT 59

A-4 APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT 60

THE AMERICAN TEACHER

INTRODUCTION

This study provides the first comprehensive report on the attitudes of elementary and secondary school teachers toward public education in the United States.

Until recently, education seemed to be a relatively quiescent subject in public debate. Over the past year, suggestions directed toward improving the quality of education have been the source of major concern and controversy in the educational community, on the political scene, and at the highest levels of government. President Reagan's National Commission on Excellence in Education was one of the first of many task forces to criticize the basic quality of public education. Many state legislatures have followed suit and have joined in the growing debate over what ought to be done to improve the quality of education in the American public school system.

Although teachers have been the focus of much attention–indeed, often sharp criticism–it seems odd that there has been no more than passing interest in how teachers feel. While the educational leadership of this country has participated in the public dialogue on education, teachers themselves have not been asked what they believe is necessary to improve the system. It is not an overstatement to claim that without the contribution of teachers, neither the dialogue nor the reform that might occur in public education can be viewed as complete.

It is within this framework that the Metropolitan Life Survey of the American Teacher was conceived, and it is no surprise to find that a sizable majority of 72-27% of all teachers surveyed simply do not believe that teachers' voices have been adequately heard. (Table 1)

Teachers have been the subject of considerable controversy in the debate on educational quality, and one might expect to find teachers resistant to change. This Metropolitan Life survey of teachers precisely puts this assumption to the test. It measures and analyzes teachers' attitudes toward reform and indicates just how much teachers themselves are willing to be an integral part of the process of reform itself.

Among the key areas covered in depth are:

- How teachers themselves define the seriousness of what have been called problems by various commissions and reports;
- How willing teachers are to accept and to implement major elements of reform that have been suggested for improving the school system;
- How teachers assess their own schools, both in terms of quality of education and as places to work;
- How satisfied teachers are with their jobs; what are their sources of fulfillment and their major frustrations;
- How willing teachers are to change the requirements for students and their work assignments, which could very well mean added work for teachers themselves;
- How much teachers are willing to accept new standards and methods of accountability of their own performance in the classroom, including the controversial subject of merit pay;
- How teachers assess the role of the federal government in public education, in terms of both financial support and various proposals that have been suggested for giving financial credit to parents who do not wish their own children to be part of the public education process.

Q.2b

Table 1

WHETHER TEACHERS' OPINIONS HAVE BEEN ADEQUATELY HEARD

Q.: Thinking about the current debate on education, would you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that teachers' voices in general have been adequately heard?

NO. OF RESPONDENTS	TOTAL TEACHERS 1,981 %
STRONGLY AGREE	3
SOMEWHAT AGREE	24
SOMEWHAT DISAGREE	36
STRONGLY DISAGREE	36
NOT SURE	1

In all, this survey is based on 1,981 interviews, conducted by telephone among public school teachers on the elementary and secondary levels across the United States. It can be said that every public school teacher had an equal chance of being drawn into the final sample. The interviewing was conducted between March 21 and April 15, 1984. The detailed survey methodology, including information on the statistical reliability of the sample, is provided in Appendix A. Appendix B contains the survey questionnaire.

Notes on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

Public Release of the Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the Code of Standards for Survey Research of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls. Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Joshua D. Libresco, Vice President and Head of the Financial Services Division, under the overall supervision of Louis Harris, Chairman. Robert P. Parker, Research Director, assisted in the management of the project.

While Louis Harris and Associates gratefully acknowledges the contributions of many individuals, responsibility for the findings and for their interpretation rests soley with Louis Harris and Associates.

THE AMERICAN TEACHER

AN OVERVIEW OF THE MAJOR FINDINGS OF THIS STUDY

The following are highlights of the Metropolitan Life Survey of the American Teacher. The reader, however, can study the results in greater detail by reading the actual tables of question-by-question results themselves.

A. Teachers in the United States are wide open for change in reforming public schools, including those changes which will undoubtedly require sacrifices and extra effort from the teachers themselves.

Far from resisting change, teachers want to be at the forefront of improvement in public education. They see real and positive results from a whole spate of proposed changes in the educational system, including curriculum, demands upon students, requirements for promotion and graduation of students, training and evaluation of teachers, and the ultimate accountability of teachers themselves.

1. By 92-7%, a nearly unanimous majority view broadening the curriculum to include such areas as computer literacy and foreign languages as having a positive effect. By 97-2%, an even higher majority see positive effects from emphasis on such basics as reading, writing, and math.

2. By 95-4%, teachers overwhelmingly believe it would be positive to give much higher priority to school discipline and safety. A comparable 91-8% see positive effects in tightening graduation requirements to include more academically stringent subjects. By 87-12%, teachers react favorably to establishing minimum competency tests for students at predetermined grade levels. By 74-24%, they would look with favor on increasing the amount of homework required for students at every level. By contrast, a 77-21% majority do not view positively extending the length of the school day, and a comparable 71-26% majority do not look with favor on extending the length of the school year. Basically, teachers believe reforms and improvements can take place within the current parameters of the school day and the school year.

3. Teachers are overwhelmingly receptive to measures which will improve the quality of those attracted to and made eligible for teaching. By 94-6%, they see positive effects in changes which would provide special incentives to encourage outstanding students to go into teaching in the first place. By 90-9%, they are highly positive about requiring new graduates to serve apprenticeships before certification. Even on the highly controversial suggestion that those who teach science and math and other subjects in which there are current shortages should receive higher salaries, 50% of teachers view such a change as positive.

However, teachers assert their sense of professionalism when they draw the line by opposing 61-37% the notion that school districts should hire talented people who are not certified teachers.

4. Contrary to the charges of many of their critics, teachers are highly positive about increasing their own accountability. By 87-12%, a big majority look with favor on the concept of career ladders to provide greater opportunities, more responsibility, and more pay as a way to attract and to keep better teachers in the system. By 84-14%, they also support changes which would make it easier for incompetent teachers to be removed. By 57-42%, they would welcome periodic retesting of teachers in their own subject areas. By 90-9%, a big majority of teachers in this country are willing to have their performance measured periodically by their current administrators, and a 72-27% majority are willing to have their performance evaluated by a committee of teachers in their own school. By 70-30%, they are in favor of standardized tests being employed to measure the improvement of their own students. And a 61-39% majority would support the use of standardized tests to measure the improvement of all the students in the school. By 60-39%, they are even willing to have their performance evaluated by standardized tests that measure teachers' skills. While they have reservations about merit pay as such, a 71-28% majority believe such a system could work if there were an objective standard on which a teacher's individual merit could be judged.

5. By 79-19%, a substantial majority of teachers are opposed to any cuts in federal funding and participation in education, with a clear majority of 55% who want increases above present levels. A lopsided 74-25% majority are opposed to giving tuition tax credits to families of children who do not attend public schools. And a 65-32% majority oppose a "voucher system," under which each family would receive a fixed amount for their child's education, irrespective of the type of school they send their children to.

B. Despite their willingness to see major changes in the educational system that affect their own professional lives, they feel beleaguered by lack of respect and lack of financial support.

1. By 52-47%, a majority of teachers nationwide do not feel respected in today's society. A comparable 53-45% majority would not advise a young person to pursue a career in teaching. One of the serious reservations teachers have about their professional role centers on financial concerns. A substantial 63-37% majority do not believe their job allows them to earn a decent salary. Compounding their troubles is the fact that by 72-26%, a majority feel they have to spend too much time on administrative tasks. A 57-42%

majority are convinced that the funds available for use by their own school are inadequate.

2. Another part of their own problem is reflected in their feeling that there is not full parental or community support for education. No more than 54% say such backing can be rated at least good, and this drops to 51% in the junior high schools and to 50% in the high schools. This contributes to teachers' feelings that they are isolated from the larger community in facing the problems in school.

3. Teachers do not hesitate to describe the professional problems that they feel beset them. A substantial 66-34% majority feel lack of student interest in their classes is a serious problem. Although 53% do not feel they are beset with overcrowded classes, 46% feel they are, with majorities in city schools and in the South and West reporting unacceptable overcrowding. While a 67-33% majority say drugs are not a serious problem in their school, the number worried about drugs rises to 46% in the junior high schools and to a 57% majority in the high schools. A 74-24% majority feel that drinking is not serious where they teach, but a 53-46% majority of high school teachers say it is. Although a 68-31% majority are convinced their school does not have a serious problem of getting enough qualified teachers, 43% of high school teachers believe this is a problem where they teach. A 59-40% majority say that lack of discipline is not a problem, but the number worried about discipline rises to 50% in city schools.

4. Teachers' evaluations of their own schools are more complex. On the surface, majorities give their own schools positive ratings on nearly every dimension. But, on a four-point scale of excellent-good-fair-poor, not a single school attribute approaches a majority who say that specific characteristic is excellent. While a 90-9% majority give a positive rating to the quality of teachers in their school, only 37% rate their colleagues excellent. Although an 81-19% majority rate the curriculum in general in their school positive, only 25% rate it excellent. Compared with a 79-21% majority who are positive on the academic standards in their school, no more than 26% say it is excellent. Although a 72-28% majority are positive on the policy in their school regarding students with special needs, no more than 31% say this policy is excellent. While a 68-31% majority are positive on the support of the administration in their school for the teachers, only 31% rate this support as excellent. Again, a 67-32% majority give passing marks to the disciplinary policy in their school, but only 22% say this policy is excellent. While by 64-35%, a majority are positive on the availability of teaching materials and supplies in their school, only 22% rate this excellent. A 63-37% majority give positive marks to their school's physical facilities, but only 24% say those facilities are excellent.

THE AMERICAN TEACHER

5. This same gap between their overall assessment and the number who are willing to say they work under excellent conditions is evident in teachers' overall assessments of their own schools and their own job satisfaction. While a high 91-8% majority give a positive rating of their own school, only 42% say it is excellent—50% in elementary schools, 40% in junior high schools, and 31% in high schools. When asked how satisfied they are with their own jobs, by 81-18%, a majority say they are satisfied, but only 40% say they are very satisfied.

Observation: *It is evident that public school teachers in the United States feel they are underpaid, are burdened with too many administrative chores, are not given enough support from the parental and larger community, and work in an underfunded system. A slim majority would not recommend that other, younger people join their ranks. By their opposition to both tuition tax credits and voucher proposals, it is evident they feel beset by potential desertion of the public school system they are part of.*

If this were all the Metropolitan Life Survey of the American Teacher had to report, then it would be a troubled, defensive group of teachers who now are teaching in the public schools. In addition, teachers' concerns about the system as a whole lead them to worry about lack of discipline, drinking and drug problems, difficulties in getting enough qualified teachers, lack of teacher interest in their work, overcrowded classes, lack of student interest in their classes, and inadequate financial support for the school—the picture is that of a harried, deeply disturbed American public school teacher.

But this portrait of teachers in the mid-1980's neither does the teachers justice nor accurately describes what they think or what they are prepared to do.

Teachers are a dedicated group of professionals who are wide open to participating in widespread change and reform within the school system. And, most important of all, they want to participate in effecting just such change.

They want the curriculum to be no-nonsense in terms of teaching basics, but at the same time want it to be broadened to include foreign languages and computer literacy courses. They want schools to be much tougher academically, with more challenging requirements for graduation, competency tests to determine grade level, and more homework for the students. And they want this done in an atmosphere that lays greater stress on school discipline and safety.

Teachers do not spare themselves from accountability and want an upgrading of their own ranks. They are nearly unanimous in their willingness to see an incentive system adopted under which outstanding students would be encouraged to go into teaching. They favor new graduates serving apprenticeships before receiving certification. They are basically not opposed to a higher level of salaries for science and math teachers to fill the current voids in those disciplines. The concept of career ladders with higher pay and opportunities but also more responsibilities appeals to them. They favor, not oppose, periodic retesting of themselves in their own subject areas. They strongly favor being rated by their administrators or by committees of their peers in the schools. They are unafraid of being judged by the results of standardized tests to measure the improvement of their own students.

This portrait of American teachers depicts a group of serious professionals. They are not wedded to the status quo. Teachers seek serious and responsible change and are willing to make personal sacrifices and take on more work themselves to make these changes successful.

Perhaps the portrait is best summed up in the almost unanimous 96-3% majority who say "I love to teach." They want to do their jobs and are seeking excellence. They are willing to take the risks that go with added

Observation: (continued)

responsibility and with tough checks on their own competence and their students' real, not claimed, learning experience.

A question that must be raised is whether the rest of the country—school administrators, parents, politicians, national leaders, and others—is willing to take up the challenge laid down by the teachers to meet new standards of excellence and accountability.

THE AMERICAN TEACHER

A PROFILE OF TEACHERS IN THE UNITED STATES

More than two million individuals teach in American public schools on the elementary, junior high school, or high school level. Two-thirds (66%) of America's public school teachers are women, yet there is a great difference in representation of women by type of school–85% of the elementary school teachers, but only 38% of the high school teachers, are women (Table 2). The proportion of women in the working public is 44%.

The typical American teacher is almost 41 years of age, about five years older than the typical American worker (Table 3). Only 27% of teachers are under 35, and almost none are 65 or older. (This is not surprising, since teachers are public employees, and most are required to retire by the age of 65.) It is interesting to note that there is almost no difference in age by type of school.

American teachers have a median experience of almost fifteen years, about two years more than is true for the working public as a whole (Table 4). Almost half (48%) of all teachers have taught for at least fifteen years, and 27% have taught for twenty years or more. Consistent with this extensive experience, 81% of American public school teachers hold tenured positions (also in Table 4).

The typical American teacher is married and is more likely to be married than is the average American worker (Table 5). Seventy-four percent of teachers are married; the comparable figure for the working public is 64%.

Seventy-four percent of all teachers have children (also in Table 5), and this is significantly higher than the comparable figure for the working public (51%). Half of the teachers have school-age children, and the vast majority of them have children in public schools.

Three-fourths of America's public school teachers are members of unions, and there is no difference in union membership by type of school (Table 6). Teachers' union membership is highest in the East (93%) and lowest in the South (54%).

Observation: *No specific unions were mentioned by name as part of the question wording. Because the question was asked broadly, teachers could have been thinking of a number of different organizations when responding to this question.*

America's teachers are a hard-working group. According to Table 7, teachers work a median of almost 50 hours a week on their school-related responsibilities, and 28% of the teachers report weekly investments of more than 55 hours. High school teachers work slightly more hours than do teachers at the elementary school level.

The household income of the average teacher is comparable to that of college graduates in general (Table 8). Both groups have a median household income of about $30,000.

THE AMERICAN TEACHER

Observation: *It should be remembered that teachers are somewhat older than the working public in general, that teachers have more work experience, and that teachers are more likely to be married (hence, more likely to have two-income families.) All of these factors suggest that the average teacher is less well paid than the average college graduate. Only 1 in 4 teachers (26%) claim to have another job—including summer jobs—outside of the school system. This could reflect an overall satisfaction with current income levels. On the other hand, the fact that teachers work more hours than do other workers during the school year leaves less time for nonschool employment.*

Table 2

DISTRIBUTION OF TEACHERS BY SEX

	TOTAL TEACHERS	TYPE OF SCHOOL			TOTAL WORKING PUBLIC**
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
NO. OF RESPONDENTS	1,981	972	375	491	
	%	%	%	%	%
MALE	34	15	42	62	56
FEMALE	66	85	58	38	44

**U.S. Bureau of the Census, *Statistical Abstract of the United States*, 1984 edition.

Q.F9

Table 3

DISTRIBUTION OF TEACHERS BY AGE

Q.: How old are you?

	TOTAL TEACHERS	TYPE OF SCHOOL			TOTAL WORKING PUBLIC**
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
NO. OF RESPONDENTS	1,981	972	375	491	1,237
	%	%	%	%	%
18-24 YEARS	1	2	1	1	17
25-34 YEARS	26	27	26	25	31
35-49 YEARS	49	47	48	51	30
50-64 YEARS	23	23	26	22	20
65 AND OVER	1	1	1	*	1
MEDIAN YEARS	**40.5**	**40.5**	**39.5**	**41.7**	**35.7**

*Less than 0.5%.
**_Employee Attitudes_, 1980. A survey conducted by Louis Harris and Associates.

Table 4

DISTRIBUTION OF TEACHERS BY YEARS TAUGHT AND BY WHETHER OR NOT THEY HAVE TENURE

Q.: Regardless of the types of schools you've taught in, for about how many years, in total, have you worked as a teacher?

Q.: Do you have a tenured teaching position?

	TOTAL TEACHERS	TYPE OF SCHOOL			TOTAL WORKING PUBLIC**
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
NO. OF RESPONDENTS	1,981	972	375	491	1,237
	%	%	%	%	%
YEARS TAUGHT					
LESS THAN 5	8	7	9	8	16
5 TO 9	19	20	15	17	24
10 TO 14	25	25	28	23	16
15 TO 19	21	23	18	20	13
20 OR MORE	27	25	29	31	31
MEDIAN YEARS	**14.7**	**14.6**	**14.6**	**15.5**	**12.5**
TENURE					
HAVE TENURE	81	82	82	76	x
DO NOT HAVE TENURE	19	17	17	23	x

**_Employee Attitudes_, 1980. A survey conducted by Louis Harris and Associates. Total years worked full-time. The following categories were used in that survey: Less than 5 years, 5-10 years, 11-15 years, 16-20 years, and 21 years or more.

x = Not applicable.

Table 5

DISTRIBUTION OF TEACHERS BY MARITAL STATUS AND BY WHETHER OR NOT THEY HAVE CHILDREN IN SCHOOL

Q.: Are you single, married, divorced, widowed, or separated?

Q.: Do you have any children?

Q.: Do your children attend public schools, private schools, or parochial schools?

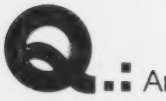
	TOTAL TEACHERS	TYPE OF SCHOOL			TOTAL WORKING PUBLIC**
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
NO. OF RESPONDENTS	1,981	972	375	491	1,237
	%	%	%	%	%
MARITAL STATUS					
SINGLE	14	16	11	11	21
MARRIED	74	70	77	79	64
OTHER	12	14	12	9	15
CHILDREN IN SCHOOL					
HAVE CHILDREN IN PUBLIC SCHOOL	43	40	43	48	x
HAVE CHILDREN IN PRIVATE/PAROCHIAL SCHOOL	7	7	9	8	x
CHILDREN NOT OLD ENOUGH/TOO OLD FOR SCHOOL	25	27	24	24	x
DO NOT HAVE CHILDREN	26	28	24	23	49

**U.S. Bureau of the Census, *Statistical Abstract of the United States*, 1984 edition.

x = Data not available.

Table 6

DISTRIBUTION OF TEACHERS BY UNION MEMBERSHIP



Are you a member of a teachers' union?

		TYPE OF SCHOOL			REGION			
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	EAST	MID-WEST	SOUTH	WEST
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %	684 %	414 %	602 %	281 %
YES, MEMBER	75	76	76	76	93	81	54	79
NO, NOT A MEMBER	24	24	24	24	7	19	46	20
NOT SURE	*	*	–	–	–	–	*	–

*Less than 0.5%

Q.F2

Table 7

DISTRIBUTION OF TEACHERS BY HOURS WORKED

Q.: In an average week, how many hours do you spend, in total, on school-related responsibilities–including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?

		TYPE OF SCHOOL		
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %
30 HOURS OR LESS	4	5	2	6
31 TO 40 HOURS	11	11	11	11
41 TO 45 HOURS	17	19	15	15
46 TO 55 HOURS	40	40	43	40
MORE THAN 55 HOURS	28	25	28	30
MEDIAN HOURS	49.3	48.8	49.5	50.0

Table 8

DISTRIBUTION OF TEACHERS BY HOUSEHOLD INCOME

Q.: Which of the following income categories best describes your total 1983 *household* income from all sources, before taxes? Was it (READ LIST)?

	TOTAL TEACHERS	TYPE OF SCHOOL			TOTAL COLLEGE GRADUATES**
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
NO. OF RESPONDENTS	1,981	972	375	491	
	%	%	%	%	%
$15,000 OR LESS	4	4	3	3	16
$15,001 - $20,000	15	17	13	12	11
$20,001 - $30,000	30	29	27	36	
$30,001 - $40,000	23	23	26	21	53
$40,001 - $50,000	14	13	16	13	
$50,001 AND OVER	13	13	15	12	20
NOT SURE	1	1	1	2	–
MEDIAN INCOME (in thousands of dollars)	**$30.0**	**$29.8**	**$32.6**	**$29.4**	**$30.6**

**U.S. Bureau of the Census, *Statistical Abstract of the United States*, 1984 edition. Household income of college graduates.

IV.

THE AMERICAN TEACHER

THE JOB SATISFACTION OF THE AMERICAN TEACHER

Overall Job Satisfaction

The vast majority of American teachers are satisfied with their jobs, although teachers are less satisfied with their jobs than are working people in general–81% of teachers are at least somewhat satisfied with their jobs, and 40% are very satisfied; the comparable figures for the working public are 87% and 52% (Table 9).

There are only minor differences in satisfaction by type of school, but there are no differences by region, by years of experience, and by most other variables. However, teachers in city schools are less satisfied with their jobs overall than are teachers in suburban or rural schools.

Specific Aspects of Job Satisfaction

Whatever else teachers might say about their jobs, public school teachers love to teach (Table 10). The teachers were asked to agree or disagree with seven specific statements about their jobs and 96% agree with the "I love to teach" statement. In fact, 78% agree strongly.

Moreover, by 70-29% teachers agree that they are "usually recognized for good performance."

Yet the other statements tested lead to negative evaluations. By 72-26%, teachers agree that they "have to spend too much time on administrative tasks." By 50-46%, teachers do not agree that "the training and preparation teachers receive today does a good job preparing them for the classroom." By 52-47%, teachers do not agree that they "feel respected in today's society," and by 63-37%, they disagree that their jobs "allow (them) the opportunity to earn a decent salary."

Observation:

Love of teaching is a powerful inducement to America's teachers and is probably the dominant feeling that keeps them in their jobs. It is clear that the frustrations are many. Perhaps most telling, by 53-45%, a majority of teachers disagree that they "would advise a young person to pursue a career in teaching."

Teachers feel "recognized for good performance" within their schools, yet they do not feel "respected in today's society" outside of their schools.

Tables 11 and 12 show levels of agreement with these same seven statements for key subgroups of teachers. Teachers with more experience are less satisfied with their administrative burdens than are beginning teachers and are less likely to recommend a career in teaching to a young person. Male teachers are more critical than female teachers on many items. Teachers in city schools are less likely than are rural teachers to feel that they are respected and that the training and preparation teachers receive prepare them for the classroom. City teachers are also less likely to recommend a career in teaching to a young person.

Q.2a

Table 9

TEACHERS' OVERALL JOB SATISFACTION

Q.: All in all, how satisfied would you say you are with your job as a teacher in the public schools–very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

		TYPE OF SCHOOL			SIZE OF PLACE			
	TOTAL TEACHERS	ELEMEN-TARY	JUNIOR HIGH	HIGH SCHOOL	CITY	SUBURB	RURAL	TOTAL WORKING PUBLIC**
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %	551 %	869 %	561 %	1,237 %
VERY SATISFIED	40	43	39	38	35	42	42	52
SOMEWHAT SATISFIED	41	40	44	42	44	38	44	35
SOMEWHAT DISSATISFIED	16	15	14	18	18	18	13	10
VERY DISSATISFIED	2	1	3	3	4	2	1	3
NOT SURE	*	–	1	–	–	–	*	*

*Less than 0.5%.
**_Employee Attitudes_, 1980. A survey conducted by Louis Harris and Associates.

Q.F2c

Table 10

TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION

Q.: I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of *your* own job as a teacher in the public schools.

NO. OF RESPONDENTS 1,981	AGREE STRONGLY	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGREE STRONGLY	NOT SURE
	%	%	%	%	%
I LOVE TO TEACH	78	18	3	*	*
I HAVE TO SPEND TO MUCH TIME ON ADMINISTRATIVE TASKS	38	34	19	7	*
I AM USUALLY RECOGNIZED FOR GOOD PERFORMANCE	33	37	19	10	*
I WOULD ADVISE A YOUNG PERSON TO PURSUE A CAREER IN TEACHING	12	33	29	24	1
AS A TEACHER, I FEEL RESPECTED IN TODAY'S SOCIETY	10	37	31	21	*
THE TRAINING AND PREPARATION TEACHERS RECEIVE TODAY DOES A GOOD JOB PREPARING THEM FOR THE CLASSROOM	10	36	31	19	3
MY JOB ALLOWS ME THE OPPORTUNITY TO EARN A DECENT SALARY	8	29	26	37	*

*Less than 0.5%.

Q.2c

Table 11

TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX

Q.: I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of *your* own job as a teacher in the public schools.

	"AGREE STRONGLY" OR "AGREE SOMEWHAT"								
		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %	142 %	326 %	1,513 %	685 %	1,296 %
I love to teach	97	97	96	97	98	96	96	95	97
I have to spend too much time on administrative tasks	73	75	70	71	65	68	75	70	74
I am usually recognized for good performance	70	72	74	64	72	64	71	64	73
As a teacher, I feel respected in today's society	47	48	41	49	49	46	47	45	48
The training and preparation teachers receive today does a good job preparing them for the classroom	46	47	40	48	58	39	47	42	48
I would advise a young person to pursue a career in teaching	45	46	45	46	63	48	43	42	47
My job allows me the opportunity to earn a decent salary	37	39	35	33	31	31	39	34	39

Table 12

TEACHER'S ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION: BY REGION AND BY SIZE OF PLACE

Q.: I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of *your* own job as a teacher in the public schools.

	"AGREE STRONGLY" OR "AGREE SOMEWHAT"							
	TOTAL TEACHERS	REGION				SIZE OF PLACE		
		EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL
NO. OF RESPONDENTS	1,981 %	684 %	414 %	602 %	281 %	551 %	869 %	561 %
I love to teach	97	94	97	97	99	96	97	97
I have to spend too much time on administrative tasks	73	73	66	77	77	75	74	70
I am usually recognized for good performance	70	68	70	73	67	68	69	72
As a teacher, I feel respected in today's society	47	37	50	52	47	39	47	52
The training and preparation teachers receive today does a good job preparing them for the classroom	46	42	50	51	38	43	44	51
I would advise a young person to pursue a career in teaching	45	39	45	46	56	39	46	50
My job allows me the opportunity to earn a decent salary	37	40	42	29	40	38	39	35

V.

TEACHERS' RATINGS OF THEIR OWN SCHOOLS

THE AMERICAN TEACHER

Overall Ratings

Most teachers rate their schools highly. Nine out of ten teachers (91%) say the quality of education in their schools is either excellent or good, and 42% say the quality of education is excellent (Table13). Only 7% rate the quality of education fair, and 1% say it is poor.

High school teachers, teachers with less experience, and male teachers are significantly less likely to say the quality of education in their schools is excellent than are elementary and junior high school teachers, teachers with more experience, and female teachers, respectively.

Ratings on Specific Educational Issues

After rating their schools in general, public school teachers were asked to provide specific ratings on eleven issues related to teaching in their schools. These ratings are presented in Table 14.

While 42% of the teachers rate the quality of education in their schools excellent (in Table 13), none of the specific items evaluated is rated excellent by as many as 4 teachers in 10. The teachers give their highest ratings to themselves–90% say the quality of teachers is at least good, and 37% say the quality of teachers in their schools is excellent.

Issues related to school policies and students receive the next highest ratings: the curriculum in general (81% rate this good or better), the school's academic standards (79% good or better), and the policy of the school regarding students with special needs (72% good or better). In addition, 68% of the teachers say the support they receive from the school administration is at least good, and 67% say the same about the school's disciplinary policy.

Issues related to financial support are an obvious sore point: the availability of teaching materials and supplies, the school's physical facilities, and the number of students per class are each rated excellent by fewer than 1 teacher in 4, although a majority of the teachers rate each of these items at least good. The funds available for use in the school are rated fair or poor by a majority of the teachers surveyed, and parental and community support (which is not strictly a financial issue) is criticized almost as severely.

Observation: *Teachers' ratings of their schools are in marked contrast to the ratings provided by the public in general and by parents, specifically. In the* ***Fifteenth Annual Gallup Poll of Public Attitudes Toward the Public Schools*** *(conducted by the Gallup Organization for Phi Delta Kappa in 1983), parents used a similar list and rated physical facilities highest. The quality of teaching was rated fifth.*

Tables 15 and 16 show the "excellent" or "good" responses to these issues for key subgroups of teachers. Teachers with less experience, male teachers, high school teachers, and city teachers tend to be more critical on most issues.

THE AMERICAN TEACHER

Observation: *One expects to see differences between city schools and schools in other places, and there are differences on most items. However, it is interesting to note that city teachers do not rate their schools more critically on physical facilities or on parental and community support.*

Q.1

Table 13

TEACHERS' OVERALL RATINGS OF THEIR SCHOOLS

Q.: As you know, there has been much discussion recently about American education and especially about our primary and secondary public schools. Thinking about the public school in which you teach, how would you rate the quality of education in your school–excellent, good, fair, or poor?

		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMEN-TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %	142 %	326 %	1,513 %	685 %	1,296 %
EXCELLENT	42	50	40	31	33	39	44	33	47
GOOD	49	44	51	57	56	51	48	55	46
FAIR	7	5	8	10	7	9	7	10	6
POOR	1	1	2	1	2	1	1	1	1

Q.3

Table 14

TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES

Q.: Now I would like you to evaluate some more specific things about the public school at which you teach. I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate *your* school excellent, good, fair or poor on that criterion.

NO. OF RESPONDENTS 1,981	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
	%	%	%	%	%
THE QUALITY OF TEACHERS IN YOUR SCHOOL	37	53	9	*	*
THE POLICY OF YOUR SCHOOL REGARDING STUDENTS WITH SPECIAL NEEDS	31	41	21	7	*
THE SUPPORT OF THE ADMINISTRATION IN YOUR SCHOOL FOR THE TEACHERS	31	37	22	9	*
ACADEMIC STANDARDS IN YOUR SCHOOL	26	53	18	3	*
THE CURRICULUM IN GENERAL	25	56	17	2	–
THE SCHOOL'S PHYSICAL FACILITIES	24	39	26	11	–
THE AVAILABILITY OF TEACHING MATERIALS AND SUPPLIES	22	42	27	8	*
THE DISCIPLINARY POLICY OF YOUR SCHOOL	22	45	23	9	–
THE NUMBER OF STUDENTS IN YOUR CLASSES	19	41	27	12	*
PARENTAL AND COMMUNITY SUPPORT FOR THE SCHOOL	16	38	30	15	–
FUNDS AVAILABLE FOR USE BY YOUR SCHOOL	10	32	37	20	1

*Less than 0.5%.

Q.3

Table 15

TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX

Q.: Now I would like you to evaluate some more specific things about the public school at which you teach. I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate *your* school excellent, good, fair, or poor on that criterion.

	"EXCELLENT" OR "GOOD"								
		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %	142 %	326 %	1,513 %	685 %	1,296 %
The quality of teachers in your school	90	92	89	87	89	90	90	87	91
The curriculum in general	81	83	80	78	73	83	81	75	83
Academic standards in your school	78	83	76	72	70	79	79	72	81
The policy of your school regarding students with special needs	72	73	75	69	64	74	73	71	73
The support of the administration in your school for the teachers	68	70	68	68	65	67	68	64	70
The disciplinary policy of your school	67	69	66	66	60	71	67	61	70
The availability of teaching materials and supplies	65	66	64	65	58	67	64	63	65
The school's physical facilities	63	64	61	64	54	64	64	62	63
The number of students in your classes	61	59	55	70	67	55	61	62	60
Parental and community support for the school	55	59	51	50	47	56	55	50	57
Funds available for use by your school	42	44	41	41	44	43	41	38	44

Table 16

TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES: BY REGION AND BY SIZE OF PLACE

Q.: Now I would like you to evaluate some more specific things about the public school at which you teach. I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate *your* school excellent, good, fair, or poor on that criterion.

	"EXCELLENT" OR "GOOD"							
	TOTAL TEACHERS	REGION				SIZE OF PLACE		
		EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL
NO. OF RESPONDENTS	1,981 %	684 %	414 %	602 %	281 %	551 %	869 %	561 %
The quality of teachers in your school	90	91	90	90	89	85	91	92
The curriculum in general	81	81	80	81	79	79	81	81
Academic standards in your school	78	77	81	78	76	73	80	79
The policy of your school regarding students with special needs	72	73	75	71	69	67	74	74
The support of the administration in your school for the teachers	68	62	69	75	63	68	65	72
The disciplinary policy of your school	67	62	72	69	66	62	69	69
The availability of teaching materials and supplies	65	61	69	67	57	57	63	71
The school's physical facilities	63	67	68	62	52	64	64	61
The number of students in your classes	61	59	69	59	53	55	56	70
Parental and community support for the school	55	51	59	52	59	53	55	55
Funds available for use by your school	42	43	42	43	35	36	41	46

VI.

THE AMERICAN TEACHER

TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THE SCHOOLS

A great deal has been written about the various problems confronting the schools, and the views of the public and of political and educational leaders have been heard repeatedly. In this chapter, public school teachers provide their own perspectives on the seriousness of problems in the schools.

As Table 17 indicates, inadequate financial support for the school and students' lack of interest in their classes are seen by teachers as the most serious problems. Each of these problems is believed to be at least somewhat serious by almost two-thirds of the teachers surveyed, and 1 in 5 say each is a very serious problem.

Overcrowded classes are the next most serious problem (46% say this is at least somewhat serious), followed by lack of discipline (40%), drugs (33%), difficulties in getting enough qualified teachers (31%), and teachers' lack of interest in their work (31%). One in four teachers (24%) say drinking is at least a somewhat serious problem.

Observation: *The 1983 Gallup survey of parents found a completely different ordering of problems. Parents believed lack of discipline and drugs are the most serious problems, perhaps because these problems (along with drinking) can have the most personal impact. The teachers' focus is on problems that may be less visible but more insidious.*

If we look only at the "very serious" responses, teachers in the West are more concerned about inadequate financial support, overcrowded classes, and difficulties in getting enough qualified teachers than are teachers in other regions (Table 18). Teachers in cities are more concerned about difficulties in getting enough qualified teachers and lack of discipline. Other problems do not seem to be more serious in the city schools.

High school teachers are more likely than are teachers at lower levels to be concerned about students' lack of interest in their classes, difficulties in getting enough qualified teachers, drugs, and drinking. Elementary school teachers are somewhat more concerned about overcrowding.

Observation: *While focusing on the "very serious" responses can be an appealing way to evaluate which problems appear most immediate, the "somewhat serious" responses can be dramatic. Fifty-seven percent of the high school teachers* ***and 46% of the junior high school teachers*** *say drugs are at least a somewhat serious problem in their schools. Perhaps most ominously, 15% of the elementary school teachers say the problem of drugs is at least somewhat serious.*

Table 17

TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THEIR OWN SCHOOLS

Q.: Now I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach.

NO. OF RESPONDENTS 1,981	VERY SERIOUS	SOMEWHAT SERIOUS	NOT VERY SERIOUS	NOT AT ALL SERIOUS	NOT SURE
	%	%	%	%	%
INADEQUATE FINANCIAL SUPPORT FOR THE SCHOOL	21	42	27	10	*
STUDENTS' LACK OF INTEREST IN THEIR CLASSES	19	47	27	7	*
OVERCROWDED CLASSES	14	32	30	23	-
LACK OF DISCIPLINE	8	32	37	22	-
DIFFICULTIES IN GETTING ENOUGH QUALIFIED TEACHERS	8	23	33	35	*
DRUGS	6	27	33	34	*
ELEMENTARY	2	13	29	55	.
JUNIOR HIGH	7	39	39	16	-
HIGH SCHOOL	12	45	36	6	-
DRINKING	5	19	23	51	1
ELEMENTARY	2	6	17	74	1
JUNIOR HIGH	4	23	35	36	1
HIGH SCHOOL	13	40	28	18	.
TEACHERS' LACK OF INTEREST IN THEIR WORK	4	27	39	29	*

*Less than 0.5%.

Table 18

TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THEIR OWN SCHOOLS: BY REGION, BY SIZE OF PLACE, AND BY TYPE OF SCHOOL

Q.: Now I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach.

	"VERY SERIOUS"										
		REGION				SIZE OF PLACE			TYPE OF SCHOOL		
	TOTAL TEACHERS	EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL	ELEMEN-TARY	JUNIOR HIGH	HIGH SCHOOL
NO. OF RESPONDENTS	1,981 %	684 %	414 %	602 %	281 %	551 %	869 %	561 %	972 %	375 %	491 %
Inadequate financial support for the school	21	17	22	19	30	21	21	22	19	21	23
Students' lack of interest in their classes	19	15	17	24	16	23	15	21	13	23	25
Overcrowded classes	14	12	10	15	23	16	15	12	17	14	11
Difficulties in getting enough qualified teachers	8	10	4	7	15	11	9	5	5	9	14
Lack of discipline	8	10	8	8	9	15	7	5	7	10	9
Drugs	6	5	6	5	7	5	6	7	2	7	12
Drinking	5	3	8	3	10	3	5	7	2	4	13
Teachers' lack of interest in their work	4	5	2	6	5	6	4	3	4	7	4

VII.

THE AMERICAN TEACHER

TEACHERS' REACTIONS TO VARIOUS SUGGESTIONS FOR IMPROVING THE SCHOOLS

Suggestions To Improve the Quality of Education

Of the most important reforms currently proposed for the American education system, overwhelming majorities of teachers believe that many would have a positive effect. Table 19 presents teachers' views on eight suggestions. Most popular are an emphasis on basic skills, an emphasis on school safety and discipline, and a tightening of graduation requirements. Least popular are extensions of the school day or the school year.

Observation: *This is the first of several dramatic indications that teachers are willing to take an active role in the process of improving America's schools. Teachers consistently show a willingness to see a change in the system, as necessary, even if these changes might require sacrifices from the teachers themselves.*

Three suggestions would be expected to have a positive effect by over 90% of the teachers, with at least 50% believing each would have a strongly positive effect: emphasizing basic skills, such as reading, writing, and math (97% expect a positive effect); emphasizing school discipline and safety (95%); and tightening graduation requirements to include more academically stringent subjects (91%).

Approximately the same percentages of teachers would expect positive effects from broadening the school curriculum to include such things as computer literacy and foreign languages (92% positive) and establishing minimum competency tests at predetermined grade levels (87%). Three-fourths of the teachers (74%) believe increasing the amount of homework required would have a positive effect, although only 18% believe the effect of this change would be strongly positive.

Observation: *Increasing the amount of homework and, to a lesser extent, tightening graduation requirements and establishing minimum competency tests would probably mean more work for teachers. Yet teachers see these as positive developments.*

Only two suggestions fail to meet with majority support. Extending the length of the schooi year is expected to have a negative effect on balance (by 71-26%), and extending the length of the school day is criticized even more vehemently (by 77-21%).

Tables 20 and 21 show how important subgroups of teachers react to these suggestions. High school teachers are more interested than are teachers at lower levels in increasing the amount of homework, even though the workloads of high school teachers would probably be most affected by such a change. By region, teachers in the West show the greatest

interest in extending the school year and the school day. City teachers are more likely than are suburban or rural teachers to favor more homework, a longer school year, a longer school day, and minimum competency tests.

Suggestions To Improve the Quality of Teaching

The eight suggestions in Table 22 have all been offered as ways of improving the quality of teaching in the public schools. Most would have profound effects on public school teachers. Even so, majorities of the teachers believe six of the eight suggestions would have a positive effect on the quality of teaching in America's public schools.

By 94-6% teachers believe providing special incentives to encourage outstanding students to go into teaching would have a positive effect on the profession, and teachers are similarly supportive (by 90-9%) of requiring new graduates to serve apprenticeships before they are certified as teachers. Vast majorities of teachers also expect a positive effect from establishing career ladders to provide greater opportunities for teachers (by 87-12%), making it easier for incompetent teachers to be removed (by 84-14%), and requiring competency tests before certification (by 82-17%). A majority of the teachers would also see benefit in requiring periodic retesting of teachers in their subject matter (by 57-42%), and by 50-49%, teachers are divided on the benefit of setting higher salaries for teachers of math, science, and other areas in which there are teacher shortages.

Observation: *It is interesting that such a high proportion of teachers favor each of these suggestions. The popular wisdom suggests that teachers are skeptical about most of these suggestions: career ladders, for fear that the best teachers would not always be recognized; removal of incompetent teachers, again for fear that the evaluation system might not be fair; retesting of teachers, for the same reason (and for reasons related to professional pride); and math/science salary bonuses, for fear that these would undermine the collective bargaining process. In fact, the data suggest that large proportions of the teachers would consider each of these reforms. The teachers seem willing to put the interest of quality education above their own self-interest.*

Teachers view the proposal to allow school districts to hire talented people who are not certified teachers as likely to have a negative effect on the quality of teaching (by 61-37%).

Teachers at the high school level and teachers with fewer years of experience seem more interested in several of the suggestions than do other teachers (Table 23 and 24). Yet, more dramatic is the fact that majorities of teachers in every subgroup support each of the first six proposals (and opinion is divided fairly evenly in each group on the seventh).

Table 19

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL

Q.: Now I am going to read you some suggestions for improving the quality of education. Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

NO. OF RESPONDENTS 1,981	STRONGLY POSITIVE	SOMEWHAT POSITIVE	SOMEWHAT NEGATIVE	STRONGLY NEGATIVE	NOT SURE
	%	%	%	%	%
EMPHASIZE BASIC SKILLS, SUCH AS READING, WRITING, AND MATH	74	23	2	*	*
EMPHASIZE SCHOOL DISCIPLINE AND SAFETY	60	35	3	1	*
TIGHTEN GRADUATION REQUIREMENTS TO INCLUDE MORE ACADEMICALLY STRINGENT SUBJECTS	50	41	7	1	*
BROADEN THE CURRICULUM TO INCLUDE SUCH THINGS AS COMPUTER LITERACY AND FOREIGN LANGUAGES	49	43	6	1	*
ESTABLISH MINIMUM COMPETENCY TESTS FOR STUDENTS AT PREDETERMINED GRADE LEVELS	42	45	9	3	1
INCREASE THE AMOUNT OF HOMEWORK REQUIRED OF STUDENTS	18	56	20	4	2
EXTEND THE LENGTH OF THE SCHOOL DAY	4	17	40	37	1
EXTEND THE LENGTH OF THE SCHOOL YEAR	4	22	37	34	3

*Less than 0.5%.

Table 20

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX

Q.: Now I am going to read you some suggestions for improving the quality of education. Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

"STRONGLY POSITIVE EFFECT" OR "SOMEWHAT POSITIVE EFFECT"

		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981	972	375	491	142	326	1,513	685	1,296
	%	%	%	%	%	%	%	%	%
Emphasize basic skills, such as reading, writing, and math	97	97	97	95	96	96	97	97	97
Emphasize school discipline and safety	95	95	95	95	96	95	95	94	96
Broaden the curriculum to include such things as computer literacy and foreign languages	92	89	96	93	93	93	92	93	92
Tighten graduation requirements to include more academically stringent subjects	91	92	92	90	91	90	91	91	92
Establish minimum competency tests for students at predetermined grade levels	87	85	90	88	93	84	87	90	86
Increase the amount of homework required of students	73	68	77	80	72	70	74	79	70
Extend the length of the school year	27	27	28	28	26	29	26	32	24
Extend the length of the school day	21	20	20	25	20	17	22	24	20

Q.5a

Table 21

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL: BY REGION AND BY SIZE OF PLACE

Q.: Now I am going to read you some suggestions for improving the quality of education. Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

	"STRONGLY POSITIVE EFFECT" OR "SOMEWHAT POSITIVE EFFECT"							
	TOTAL TEACHERS	REGION				SIZE OF PLACE		
		EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL
NO. OF RESPONDENTS	1,981 %	684 %	414 %	602 %	281 %	551 %	869 %	561 %
Emphasize basic skills, such as reading, writing, and math	97	97	98	97	92	96	96	98
Emphasize school discipline and safety	95	96	96	96	92	94	95	96
Broaden the curriculum to include such things as computer literacy and foreign languages	92	94	93	92	88	92	91	93
Tighten graduation requirements to include more academically stringent subjects	91	92	91	92	90	93	91	91
Establish minimum competency tests for students at predetermined grade levels	87	88	85	88	88	91	88	84
Increase the amount of homework required of students	73	75	78	69	70	78	73	70
Extend the length of the school year	27	22	25	24	42	32	28	22
Extend the length of the school day	21	19	20	17	36	27	22	16

Table 22

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING

Q.: Now I am going to read you some suggestions for improving the quality of *teaching* in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

NO. OF RESPONDENTS 1,981	STRONGLY POSITIVE	SOMEWHAT POSITIVE	SOMEWHAT NEGATIVE	STRONGLY NEGATIVE	NOT SURE
	%	%	%	%	%
REQUIRE NEW GRADUATES TO SERVE APPRENTICESHIPS BEFORE THEY ARE CERTIFIED AS TEACHERS	53	37	6	3	1
MAKE IT EASIER FOR INCOMPETENT TEACHERS TO BE REMOVED	52	32	10	4	1
PROVIDE SPECIAL INCENTIVES TO ENCOURAGE OUTSTANDING STUDENTS TO GO INTO TEACHING	51	43	5	1	*
ESTABLISH CAREER LADDERS THAT PROVIDE TEACHERS WITH GREATER OPPORTUNITIES TO TAKE ON MORE RESPONSIBILITY AND PAY	50	37	8	4	1
REQUIRE TEACHERS TO TAKE COMPETENCY TESTS BEFORE CERTIFICATION	42	40	11	6	1
SET HIGHER SALARIES FOR TEACHERS WHO TEACH IN SCIENCE AND MATH OR OTHER AREAS IN WHICH THERE ARE TEACHER SHORTAGES	21	29	26	23	1
REQUIRE PERIODIC RETESTING OF TEACHERS IN THEIR SUBJECT MATTER	15	42	25	17	*
ALLOW SCHOOL DISTRICTS TO HIRE TALENTED PEOPLE WHO ARE NOT CERTIFIED TEACHERS	9	28	29	32	1

*Less than 0.5%.

Table 23

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX

Q.: Now I am going to read you some suggestions for improving the quality of *teaching* in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.

	"STRONGLY POSITIVE EFFECT" OR "SOMEWHAT POSITIVE EFFECT"								
		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981	972	375	491	142	326	1,513	685	1,296
	%	%	%	%	%	%	%	%	%
Provide special incentive to encourage outstanding students to go into teaching	93	93	95	93	95	92	93	94	93
Require new graduates to serve apprenticeships before they are certified as teachers	90	90	93	88	86	87	91	88	91
Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay	87	84	88	91	93	87	86	88	86
Make it easier for incompetent teachers to be removed	85	84	85	85	90	87	84	86	84
Require teachers to take competency tests before certification	82	79	86	84	90	79	82	85	80
Require periodic retesting of teachers in their subject matter	57	54	59	61	72	61	54	59	55
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	50	53	48	48	65	51	48	51	50
Allow school districts to hire talented people who are not certified teachers	38	36	41	38	38	40	37	41	36

Table 24

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING: BY REGION AND BY SIZE OF PLACE

Q.: Now I am going to read you some suggestions for improving the quality of *teaching* in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.

	"STRONGLY POSITIVE EFFECT" OR "SOMEWHAT POSITIVE EFFECT"							
	TOTAL TEACHERS	REGION				SIZE OF PLACE		
		EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL
NO. OF RESPONDENTS	1,981 %	684 %	414 %	602 %	281 %	551 %	869 %	561 %
Provide special incentives to encourage outstanding students to go into teaching	93	92	94	94	93	92	93	94
Require new graduates to serve apprenticeships before they are certified as teachers	90	90	89	90	91	89	91	90
Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay	87	90	89	83	83	86	89	84
Make it easier for incompetent teachers to be removed	85	83	85	86	85	82	86	85
Require teachers to take competency tests before certification	82	80	85	82	80	84	80	84
Require periodic retesting of teachers in their subject matter	57	55	61	53	58	55	56	59
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	50	50	44	57	47	50	50	50
Allow school districts to hire talented people who are not certified teachers	38	41	34	36	42	39	38	36

VIII.

THE AMERICAN TEACHER

TEACHERS' ATTITUDES TOWARD MERIT PAY AND VARIOUS MEASURES OF THEIR PERFORMANCE

Attitudes Toward Merit Pay

Public school teachers have mixed views about merit pay (Table 25). By 71-28% they agree that "merit pay could work if a teacher's merit can be judged on an objective standard." However, while opinion is divided as to whether "merit pay would help make teachers' salaries more comparable with salaries in other professions" (49% agree, 50% disagree), by 59-39% teachers disagree that "merit pay is an effective way of attracting and retaining good teachers in the profession."

Merit pay in all its aspects is most likely to be favored by teachers with less experience and by male teachers (Table 26).

Observation:

To some extent the words "merit pay" arouse more disagreement than the concept. In addition, merit pay is being debated fiercely in almost thirty statehouses (and almost thirty different proposals are being considered). In Table 22 teachers agreed (by 87-12%) with the idea of establishing career ladders that could lead to more responsibility and more pay. Merit pay could have similar implications, but the words themselves generate great controversy.

Attitudes Toward Various Measures of Performance

One of the most dramatic tables in this report shows that teachers would be willing to be measured by any of the methods tested (Table 27). Nine teachers in ten would be willing to be evaluated by their administrators; presumably, this is also the most common current method of evaluation. Majorities of the teachers would also be willing to be measured by a committee of teachers (by 72-27%), by standardized tests charting the improvement of their own students (by 70-30%), by standardized tests charting the improvement of students throughout their school (by 61-39%), and by standardized tests that measure teachers' skills (by 60-39%).

Teachers with less experience are more willing than are more experienced teachers to consider evaluation by a committee of teachers, by standardized tests of their own students or of students throughout their school, or by standardized tests that measure teachers' skills (Table 28). Male teachers are more willing than female teachers to consider four of the five evaluation methods. Yet the most important finding in Table 28 is that majorities in every subgroup would be willing to be measured by each of the five methods.

Observation:

These findings reinforce the data in the previous chapter. Teachers are so willing to consider improvements in the public school system that they would even be willing to consider changes in the evaluation of their own performance. Teachers agree that they themselves must be evaluated more carefully if the system is to be improved.

Table 25

TEACHERS' ATTITUDES TOWARD MERIT PAY

Q.: For each of the following statements about merit pay, please tell me whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

NO. OF RESPONDENTS 1,981	AGREE STRONGLY	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGREE STRONGLY	NOT SURE
	%	%	%	%	%
MERIT PAY COULD WORK IF A TEACHER'S MERIT CAN BE JUDGED ON AN OBJECTIVE STANDARD	34	37	12	16	1
MERIT PAY WOULD HELP MAKE TEACHERS' SALARIES MORE COMPARABLE WITH SALARIES IN OTHER PROFESSIONS	18	31	20	30	2
MERIT PAY IS AN EFFECTIVE WAY OF ATTRACTING AND RETAINING GOOD TEACHERS IN THE PROFESSION	14	25	21	38	1

Table 26

TEACHERS' ATTITUDES TOWARD MERIT PAY: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX

Q.: For each of the following statements about merit pay, please tell me whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

	"AGREE STRONGLY" OR "AGREE SOMEWHAT"								
		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981	972	375	491	142	326	1,513	685	1,296
	%	%	%	%	%	%	%	%	%
MERIT PAY COULD WORK IF A TEACHER'S MERIT CAN BE JUDGED ON AN OBJECTIVE STANDARD	71	70	73	74	79	75	69	73	70
MERIT PAY WOULD HELP MAKE TEACHERS' SALARIES MORE COMPARABLE WITH SALARIES IN OTHER PROFESSIONS	49	49	46	53	60	57	46	50	48
MERIT PAY IS AN EFFECTIVE WAY OF ATTRACTING AND RETAINING GOOD TEACHERS IN THE PROFESSION	40	37	40	46	51	43	38	43	38

Table 27

TEACHERS' ATTITUDES TOWARD VARIOUS MEASURES OF THEIR PERFORMANCE

Q.: Several ways have been suggested to periodically measure teacher performance. For each one I read, please tell me, regardless of whether or not you are currently evaluated in that way, if you yourself would be very willing, somewhat willing, not very willing, or not willing at all to be measured on that basis.

NO. OF RESPONDENTS 1,981	VERY WILLING	SOMEWHAT WILLING	NOT VERY WILLING	NOT WILLING AT ALL	NOT SURE
	%	%	%	%	%
AN EVALUATION OF YOUR OVERALL PERFORMANCE BY YOUR ADMINISTRATOR	59	31	5	4	*
AN EVALUATION OF YOUR OVERALL PERFORMANCE BY A COMMITTEE OF TEACHERS IN YOUR SCHOOL, CHOSEN BY FELLOW TEACHERS	37	35	14	13	*
STANDARDIZED TESTS THAT MEASURE THE IMPROVEMENT IN SKILLS OF THE STUDENTS *IN YOUR CLASSES*	29	41	15	15	*
STANDARDIZED TESTS THAT MEASURE THE IMPROVEMENT IN SKILLS OF THE STUDENTS *IN YOUR ENTIRE SCHOOL* COMPARED TO OTHER SCHOOLS IN YOUR STATE	26	35	19	20	*
STANDARDIZED TESTS THAT MEASURE TEACHERS' SKILLS	19	41	20	19	*

*Less than 0.5%.

Table 28

TEACHERS' ATTITUDES TOWARD VARIOUS MEASURES OF THEIR PERFORMANCE: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX

Q.: Several ways have been suggested to periodically measure teacher performance. For each one I read, please tell me, regardless of whether or not you are currently evaluated in that way, if you yourself would be very willing, somewhat willing, not very willing, or not willing at all to be measured on that basis.

	"VERY WILLING" OR "SOMEWHAT WILLING"								
		TYPE OF SCHOOL			EXPERIENCE			SEX	
	TOTAL TEACHERS	ELEMEN-TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE
NO. OF RESPONDENTS	1,981	972	375	491	142	326	1,513	685	1,296
	%	%	%	%	%	%	%	%	%
An evaluation of your overall performance by your administrator	91	92	91	87	90	94	90	86	94
An evaluation of your overall performance by a committee of teachers in your school, chosen by fellow teachers	72	68	79	75	78	72	72	75	71
Standardized tests that measure the improvement in skills of the students *in your classes*	70	68	71	70	77	71	68	74	67
Standardized tests that measure the improvement in skills of the students *in your entire school* compared to other schools in your state	60	58	62	64	64	59	60	66	58
Standardized tests that measure teachers' skills	60	55	66	65	74	59	59	65	58

IX.

THE AMERICAN TEACHER

TEACHERS' ATTITUDES TOWARD FEDERAL INVOLVEMENT IN EDUCATION

Overall Attitudes Toward Federal Involvement

America's teachers favor a greater role for the federal government in public school education (Table 29). A majority (55%) favor more federal funding and participation in education, and only 19% favor less federal participation. Twenty-four percent are satisfied with the current levels of federal funding and participation in education.

Majorities or pluralities of teachers in every subgroup analyzed (in Tables 29 and 30) favor greater federal participation. Support for increased federal participation is greatest among younger teachers, among teachers with less than ten years of experience, among teachers in the East, and among members of teachers' unions.

Observation:

Clearly, teachers are adamant in opposing cuts in federal funding for public schools, feeling as they do that their work is inadequately funded today.

Evaluations of Tuition Payment Recommendations

There has been much political discussion in the last several years about offering interested parents an opportunity to receive federal support for children who are not in the public schools. Table 31 presents teachers' reactions to the most commonly discussed suggestions.

The results are dramatic. By 65-32%, teachers oppose a "voucher" system (which would provide fixed amounts for education, whether in public schools or in private schools), and 44% strongly oppose such a system. By 74-25%, teachers oppose tuition tax credits to families of children who do not attend public schools; fully 55% sharply oppose this suggestion.

Teachers in every subgroup studied are opposed to both suggestions. As Table 32 indicates, older teachers are particularly likely to oppose each plan. There is no significant difference by type of school.

Table 29

GENERAL ATTITUDES TOWARD FEDERAL INVOLVEMENT: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY AGE

Q.: And now I'd like to ask a question about the federal government's role in education. Which one of the following would you most like to see?

	TOTAL TEACHERS	TYPE OF SCHOOL			EXPERIENCE			AGE		
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	18-29 YEARS	30-49 YEARS	50 OR OVER
NO. OF RESPONDENTS	1,981 %	972 %	375 %	491 %	142 %	326 %	1,513 %	186 %	1,308 %	483 %
MORE FEDERAL GOVERNMENT FUNDING AND PARTICIPATION IN EDUCATION	55	54	53	57	57	66	52	70	58	40
THE PRESENT AMOUNT OF FEDERAL FUNDING AND PARTICIPATION IN EDUCATION	24	24	26	26	27	18	26	21	23	29
LESS FEDERAL FUNDING AND PARTICIPATION IN EDUCATION	19	21	20	15	15	16	21	9	17	30
NOT SUPE	1	1	1	1	2	1	1	1	1	1

Table 30

GENERAL ATTITUDES TOWARD FEDERAL INVOLVEMENT: BY REGION AND BY UNION MEMBERSHIP

Q.: And now I'd like to ask a question about the federal government's role in education. Which one of the following would you most like to see?

	TOTAL TEACHERS	REGION				UNION MEMBERSHIP	
		EAST	MIDWEST	SOUTH	WEST	YES	NO
NO. OF RESPONDENTS	1,981	684	414	602	281	1,539	438
	%	%	%	%	%	%	%
MORE FEDERAL GOVERNMENT FUNDING AND PARTICIPATION IN EDUCATION	55	65	59	47	48	59	44
THE PRESENT AMOUNT OF FEDERAL FUNDING AND PARTICIPATION IN EDUCATION	24	21	25	25	28	23	28
LESS FEDERAL FUNDING AND PARTICIPATION IN EDUCATION	19	12	17	25	23	17	26
NOT SURE	1	2	-	2	1	1	2

Table 31

EVALUATIONS OF TUITION PAYMENT RECOMMENDATIONS

Q.: Would you strongly favor, somewhat favor, somewhat oppose, or strongly oppose each of the following proposals?

NO. OF RESPONDENTS 1,981	STRONGLY FAVOR	SOMEWHAT FAVOR	SOMEWHAT OPPOSE	STRONGLY OPPOSE	NOT SURE
	%	%	%	%	%
A "VOUCHER" SYSTEM WHERE REGARDLESS OF THE TYPE OF SCHOOL CHOSEN, A FAMILY WOULD RECEIVE A FIXED AMOUNT FOR THEIR CHILD'S EDUCATION	9	23	21	44	2
GIVE TUITION TAX CREDITS TO FAMILIES OF CHILDREN WHO DO NOT ATTEND PUBLIC SCHOOLS	9	16	19	55	1

Table 32

EVALUATIONS OF TUITION PAYMENT RECOMMENDATIONS: BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY AGE

Q.: Would you strongly favor, somewhat favor, somewhat oppose, or strongly oppose each of the following proposals?

	TOTAL TEACHERS	TYPE OF SCHOOL			EXPERIENCE			AGE		
		ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	18-29 YEARS	30-49 YEARS	50 OR OVER
NO. OF RESPONDENTS	1,981	972	375	491	142	326	1,513	186	1,308	483
	%	%	%	%	%	%	%	%	%	%
A "VOUCHER" SYSTEM WHERE REGARDLESS OF THE TYPE OF SCHOOL CHOSEN, A FAMILY WOULD RECEIVE A FIXED AMOUNT FOR THEIR CHILD'S EDUCATION										
FAVOR	32	31	35	32	31	37	31	40	33	26
OPPOSE	66	66	63	67	65	59	67	57	65	71
NOT SURE	2	3	2	1	4	3	2	3	2	3
GIVE TUITION TAX CREDITS TO FAMILIES OF CHILDREN WHO DO NOT ATTEND PUBLIC SCHOOLS										
FAVOR	26	26	26	23	35	27	24	33	25	23
OPPOSE	74	74	73	75	65	72	75	67	74	77
NOT SURE	1	*	1	1	–	1	1	–	1	–

*Less than 0.5%

APPENDIX A: SURVEY METHODOLOGY

The Metropolitan Life Survey of the American Teacher was conducted for Metropolitan Life Insurance Company from March 21 through April 15, 1984. A total of 1,981 interviews were conducted among public school teachers throughout the continental United States. Eligible respondents were elementary school and secondary school teachers whose responsibilities include at least part-time teaching in the classroom.

Sample Selection

From a list of 1.2 million teachers (compiled by Market Data Retrieval of Westport, Connecticut) Louis Harris and Associates selected a random sample of teachers. Quotas for completed interviews were set by state, based on the proportion of elementary and secondary school classroom teachers in each state. The quotas were set in line with statistics published by the U.S. National Center for Education Statistics.

Table A-1 shows the distribution of the teachers interviewed by type of school, by sex, and by region. As the table demonstrates, these figures closely parallel the statistics for teachers nationwide developed by the U.S. National Center for Education Statistics.

Interviewing Procedures

Each selected teacher was contacted at his or her school by a representative of Louis Harris and Associates and requested to participate in the survey. When we could not reach a teacher directly, we left a message (including a toll-free number) to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Once the teacher passed this screen, an appointment was made to telephone at a convenient time and complete the interview.

Table A-1

SAMPLE DISTRIBUTION

	TOTAL TEACHERS INTERVIEWED	ELEMENTARY AND SECONDARY SCHOOL TEACHERS NATIONWIDE**
NO. OF RESPONDENTS	1,981	2,183,500
	%	%
Type of School		
Elementary	54***	54
Secondary	46***	46
Sex		
Male	34	33
Female	66	67
Region		
East	26	26
Midwest	26	26
South	31	31
West	16	16

**Based on the U.S. National Center for Education Statistics compilation of classroom teachers, 1980-81.

***Based on those teachers who work exclusively in either elementary or secondary schools.

Questionnaire Development

As an aid in defining the issues and formulating the subject areas to be included in the survey questionnaire, Louis Harris and Associates conducted four focus group discussions among elementary and secondary level public school teachers in March 1984. The locations and dates of these group discussions were as follows: Syracuse, New York–March 1, 1984; New York, New York–March 6, 1984; Dallas, Texas–March 7, 1984; and Los Angeles, California–Mrach 8, 1984. A total of 36 teachers participated in these four discussion groups. Two of the discussions were moderated by Joshua D. Libresco of Louis Harris and Associates and two were moderated by Robert P. Parker, also of Louis Harris and Associates. Representatives of Metropolitan Life observed each discussion.

A first draft of the questionnaire was pretested among a sample of 10 teachers on March 15, 1984. The lessons learned during this testing process provided important refinements to the survey questionnaire.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributions. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing of the Data

All completed questionnaires were edited and keypunched. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables showing the results for each survey question, both by the total number of teachers interviewed and by important subgroupings of teachers.

Sample Disposition and Completion Rates

The final sample disposition for this survey is shown in Table A-2. A total of 4,409 contacts were made to yield 1,981 completed interviews.

Of all the teachers who were contacted at their schools or with whom a message was left, 61.5% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at this 61.5% figure by comparing the number of teachers that we were able to reach to the complete list of teachers at their schools.

Of the teachers who were contacted by Louis Harris and Associates and who passed the screen, 89.8% completed an interview. We calculate this completion rate by dividing the number of completed interviews by the sum of (1) the number of completed interviews, (2) the number of interview refusals, (3) the number of interviews terminated within the course of the interview, and (4) the number of teachers who were left to call back at the time the survey was completed.

With reference to Table A-2, the response rate and the completion rate have been calculated according to the following formulas:

$$\text{Response Rate} = \frac{A+E+F+H+I+J}{A+E+F+G+H+I+J} = \frac{2313}{3761} = 61.5\%$$

$$\text{Completion Rate} = \frac{A}{A+E+H+J} = \frac{1981}{2206} = 89.8\%$$

The disposition of all 4,409 contacts is provided in Table A-2 so that interested individuals may make their own calculations of response rate and completion rate.

Table A-2

FINAL SAMPLE DISPOSITION

A.	Completed interviews	1,981
B.	Nonworking number	79
C.	No longer at school/retired/deceased/on leave	404
D.	No answer or busy (after three callbacks)	165
E.	Interview refused	128
F.	Noneligible respondent	104
G.	Left message at school (never called back)	1,448
H.	To call back (study completed before callback was needed)	90
I.	Language barrier	3
J.	Terminated within interview	7
K.	Total number of contacts	4,409

Reliability of Survey Percentages

It is important to bear in mind that the results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews and by the level of the percentages expressing the results. Sampling variations are also involved in the comparison of results from different parts of any one sample. A difference, in other words, must be of at least a certain size to be considered statistically significant.

Table A-3 shows the possible sample variation that applies to percentage results for this survey. The chances are 95 to 100 that a survey result does not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if interviews had been conducted with all persons in the universe represented by the sample. The first sample size figure shown corresponds to a total sample of 2,000 respondents.

Table A-3

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% or 90%	SURVEY PERCENTAGE RESULT AT 20% or 80%	SURVEY PERCENTAGE RESULT AT 30% or 70%	SURVEY PERCENTAGE RESULT AT 40% or 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances are also involved in the comparison of results from different parts of a sample (subgroup analysis). Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence level.

Table A-4

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

COMPARISON OF NUMBERS OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% or 90%	SURVEY PERCENTAGE RESULT AT 20% or 80%	SURVEY PERCENTAGE RESULT AT 30% or 70%	SURVEY PERCENTAGE RESULT AT 40% or 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
600	3	4	4	5	5
400	3	4	5	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
600	3	4	5	5	5
400	3	5	5	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
600	3	4	5	5	5
400	4	5	6	6	6
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
600 vs. 600	3	5	5	6	6
400	4	5	6	6	6
200	5	6	7	8	8
100	6	8	10	10	11
50	9	12	13	14	14
400 vs. 400	4	6	6	7	7
200	5	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

These errors account for sampling error only. Survey research is also susceptible to other errors, such as in data handling and in interviewer recording. The procedures followed by Louis Harris and Associates, however, keep errors of these kinds to a minimum.

APPENDIX B: THE QUESTIONNAIRE

LOUIS HARRIS
AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY

Questionnaire No. _____
5 - 6 - 7 - 8

Study No. 847002

March 1984

Sample Point No.: _____
10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18

Interviewer: _____ Date: _____

Telephone No. _____

Hello, I'm _____ from Louis Harris and Associates, the national opinion polling and research firm located in New York. We are conducting a national survey among teachers to evaluate some of their attitudes toward the American educational system, and we would like to ask you a few questions.

FROM OBSERVATION:

Respondent sex:

Male . . . . . (19(____ -1

Female . . . . . ____ -2

1. As you know, there has been much discussion recently about American education and especially about our primary and secondary public schools. Thinking about the public school in which you teach, how would you rate the quality of education in your school–excellent, good, fair or poor?

Excellent	(20(	-1
Good		-2
Fair		-3
Poor		-4
Not sure		-5

2a: All in all, how satisfied would you say you are with your job as a teacher in the public schools–very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied	(21(	-1
Somewhat satisfied		-2
Somewhat dissatisfied		-3
Very dissatisfied		-4
Not sure		-5

2b: Thinking about the current debate on education, would you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that teachers' voices in general have been adequately heard?

Strongly agree	(22(	-1
Somewhat agree		-2
Somewhat disagree		-3
Strongly disagree		-4
Not sure		-5

2c: I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of *your* own job as a teacher in the public schools.

READ EACH STATEMENT

ROTATE–START AT "X"	AGREE STRONGLY	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGREE STRONGLY	NOT SURE
( ) **1.** My job allows me the opportunity to earn a decent salary . . . . . (23(	____–1	____–2	____–3	____–4	____–5
( ) **2.** I am usually recognized for good performance . . . . . (24(	____–1	____–2	____–3	____–4	____–5
( ) **3.** I would advise a young person to pursue a career in teaching . . . . . (25(	____–1	____–2	____–3	____–4	____–5
( ) **4.** I love to teach . . . . . (26(	____–1	____–2	____–3	____–4	____–5
( ) **5.** The training and preparation that teachers receive today does a good job preparing them for the classroom . . . . . (27(	____–1	____–2	____–3	____–4	____–5
( ) **6.** As a teacher, I feel respected in today's society . . . . . (28(	____–1	____–2	____–3	____–4	____–5
( ) **7.** I have to spend too much time on administrative tasks . . . . . (29(	____–1	____–2	____–3	____–4	____–5

3: Now I would like you to evaluate some more specific things about the public school at which you teach. I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate *your* school excellent, good, fair, or poor on that criterion.

READ EACH ITEM

ROTATE-START AT "X"	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
( ) **1.** The school's physical facilities	(30(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **2.** The availability of teaching materials and supplies	(31(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **3.** The support of the administration in your school for the teachers	(32(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **4.** The quality of teachers in your school. . . .	(33(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **5.** The disciplinary policy of your school	(34(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **6.** The number of students in your classes. . .	(35(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **7.** The policy of your school regarding students with special needs	(36(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **8.** Parental and community support for the school	(37(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **9.** Academic standards in your school	(38(____ -1	____ -2	____ -3	____ -4	____ -5
( )**10.** Funds available for use by your school . .	(39(____ -1	____ -2	____ -3	____ -4	____ -5
( ) **11.** The curriculum in general.	(40(____ -1	____ -2	____ -3	____ -4	____ -5

4. Now I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach.

READ EACH ITEM

ROTATE-START AT "X"	VERY SERIOUS	SOMEWHAT SERIOUS	NOT VERY SERIOUS	NOT AT ALL SERIOUS	NOT SURE
( ) **1.** Drinking	(41(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **2.** Lack of discipline	(42(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **3.** Students' lack of interest in their classes	(43(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **4.** Inadequate financial support for the school	(44(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **5.** Drugs	(45(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **6.** Difficulties in getting enough qualified teachers	(46(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **7.** Overcrowded classes	(47(____ –1	____ –2	____ –3	____ –4	____ –5
( ) **8.** Teachers' lack of interest in their work	(48(____ –1	____ –2	____ –3	____ –4	____ –5

5a: Now I am going to read you some suggestions for improving the quality of education. Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general.

READ EACH ITEM

ROTATE–START AT "X"	STRONGLY POSITIVE EFFECT	SOMEWHAT POSITIVE EFFECT	SOMEWHAT NEGATIVE EFFECT	STRONGLY NEGATIVE EFFECT	NO EFFECT AT ALL (VOL.)	NOT SURE
( ) **1.** Establish minimum competency tests for students at predetermined grade levels ..... (49(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **2.** Emphasize basic skills, such as reading, writing, and math ..... (50(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **3.** Broaden the curriculum to include such things as computer literacy and foreign languages ..... (51(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **4.** Tighten graduation requirements to include more academically stringent subjects ..... (52(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **5.** Extend the length of the school day ..... (53(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **6.** Extend the length of the school year ..... (54(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **7.** Emphasize school discipline and safety ..... (55(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **8.** Increase the amount of homework required of students ..... (56(	____–1	____–2	____–3	____–4	____–5	____–6

5b: Now I am going to read you some suggestions for improving the quality of *teaching* in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.

READ EACH ITEM

ROTATE–START AT "X"	STRONGLY POSITIVE EFFECT	SOMEWHAT POSITIVE EFFECT	SOMEWHAT NEGATIVE EFFECT	STRONGLY NEGATIVE EFFECT	NO EFFECT AT ALL (VOL.)	NOT SURE
( ) **1.** Require teachers to take competency tests before certification	(57(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **2.** Require new graduates to serve apprenticeships before they are certified as teachers	(58(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **3.** Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay	(59(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **4.** Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	(60(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **5.** Allow school districts to hire talented people who are not certified teachers . . .	(61(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **6.** Require periodic retesting of teachers in their subject matter	(62(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **7.** Provide special incentives to encourage outstanding students to go into teaching	(63(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6
( ) **8.** Make it easier for incompetent teachers to be removed	(64(____ –1	____ –2	____ –3	____ –4	____ –5	____ –6

6. For each of the following statements about merit pay, please tell me whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

READ EACH STATEMENT

ROTATE–START AT "X"	AGREE STRONGLY	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGREE STRONGLY	NOT SURE	REFUSED
( ) **1.** Merit pay would help to make teachers' salaries more comparable with salaries in other professions (65(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **2.** Merit pay is an effective way of attracting and retaining good teachers in the profession (66(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **3.** Merit pay could work if a teacher's merit can be judged on an objective standard (67(	____–1	____–2	____–3	____–4	____–5	____–6

7. Several ways have been suggested to periodically measure teacher performance. For each one I read, please tell me, regardless of whether or not you are currently evaluated in that way, if you yourself would be very willing, somewhat willing, not very willing, or not willing at all to be measured on that basis.

READ EACH STATEMENT

ROTATE–START AT "X"	VERY WILLING	SOMEWHAT WILLING	NOT VERY WILLING	NOT WILLING AT ALL	NOT SURE	REFUSED
( ) **1.** Standardized tests that measure the improvement in skills of the students *in your classes* (68(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **2.** An evaluation of your overall performance by your administrator (69(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **3.** Standardized tests that measure the improvement in skills of the students *in your entire school* compared with students in other schools in your state (70(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **4.** An evaluation of your overall performance by a committee of teachers in your school, chosen by fellow teachers (71(	____–1	____–2	____–3	____–4	____–5	____–6
( ) **5.** Standardized tests that measure teachers' skills (72(	____–1	____–2	____–3	____–4	____–5	____–6

8. And now I'd like to ask a question about the federal government's role in education. Which one of the following would you most like to see?

READ LIST-SINGLE RECORD

DO NOT ROTATE

1. More federal government funding and participation in education . . . . . (73(____ -1
2. Less federal funding and participation in education . . . . . ____-2
3. The present amount of federal funding and participation in education . . . . . ____-3

Not sure . . . . . ____-4

9. Would you strongly favor, somewhat favor, somewhat oppose, or strongly oppose each of the following proposals?

READ EACH STATEMENT

ROTATE-START AT "X"	STRONGLY FAVOR	SOMEWHAT FAVOR	SOMEWHAT OPPOSE	STRONGLY OPPOSE	NOT SURE
( ) **1.** Give tuition tax credits to families of children who do not attend public schools	(74(____ -1	____-2	____-3	____-4	____-5
( ) **2.** A "voucher" system where regardless of the type of school chosen, a family would receive a fixed amount for their child's education.	(75(____ -1	____-2	____-3	____-4	____-5

TO BE ASKED OF EVERYONE

F1: These last few questions are for background purposes only. Do you teach in an elementary school, a junior high school, or a high school?

Elementary School	(34(-1
Junior high school	-2
High school	-3
Combination (vol.)	-4
Not sure	-5

F2: In an average week, how many hours do you spend, in total, on school-related responsibilities--including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?

READ CATEGORIES IF NECESSARY

Less than 26 hours	(35(-1
26-30 hours	-2
31-35 hours	-3
36-40 hours	-4
41-45 hours	-5
46-50 hours	-6
51-55 hours	-7
More than 55 hours	-8
Not sure	-9

F3: Of the total hours you spend in an average week on school-related responsibilities, what *percent* would you say is on duties you consider to be related to teaching students in your classes?

READ CATEGORIES IF NECESSARY

0-10%	(36(-1
11%-20%	-2
21%-30%	-3
31%-40%	-4
41%-50%	-5
51%-60%	-6
More than 60%	-7
Not sure	-8

F4: Regardless of the types of schools you've taught in, for about how many years, in total, have you worked as a teacher?

READ CATEGORIES IF NECESSARY

Less than 1 year	(37(-1
At least 1 year, but less than 3 years	-2
At least 3 years, but less than 5 years	-3
At least 5 years, but less than 10 years	-4
At least 10 years, but less than 15 years	-5
At least 15 years, but less than 20 years	-6
20 years or more	-7
Not sure	-8

F5: Do you have a tenured teaching position?

Yes, have tenured position ..... (38(____ -1
No, don't have tenured position ..... ____ -2
Not sure ..... ____ -3

F6: Are you a member of a teachers' union?

Yes, member ..... (39(____ -1
No, not a member ..... ____ -2
Not sure ..... ____ -3

F7: What was the *last* grade or level of school that you yourself completed?

READ LIST IF NECESSARY

Less than high school graduate ..... (40(____ -1
High school graduate ..... ____ -2
Some college ..... ____ -3
Two-year college graduate ..... ____ -4
} (SKIP TO Q.F9)

Four-year college graduate ..... ____ -5
Master's completed ..... ____ -6
Credits beyond master's ..... ____ -7
Ph.D. completed ..... ____ -8
} (ASK Q.F8)

F8: Was your undergraduate college major in education or in some academic subject area?

Education ..... (41(____ -1
Academic subject ..... ____ -2
Both (vol.) ..... ____ -3
Not sure ..... ____ -4

ASK EVERYONE

F9: How old are you?

IF HESITANT, READ LIST

18 to 20 years ..... (42(____ -1
21 to 24 years ..... ____ -2
25 to 29 years ..... ____ -3
30 to 34 years ..... ____ -4
35 to 39 years ..... ____ -5
40 to 49 years ..... ____ -6
50 to 64 years ..... ____ -7
65 or over ..... ____ -8

F10: Are you single, married, divorced, widowed, or separated?

Single ..... (43(____ -1
Married ..... ____ -2
Divorced/widowed/separated ..... ____ -3

F11: Do you have any children?

Yes, have children	(44(___ -1	(ASK Q.F12)
No, don't have children	___ -2	(SKIP TO Q.F13)

F12: Do your children attend public schools, private schools, or parochial schools?

MULTIPLE RECORD IF NECESSARY

Public	(45(___ -1
Private	___ -2
Parochial	___ -3
None old enough for school (vol.)	___ -4
Not sure	___ -5

ASK EVERYONE

F13: In addition to your teaching activities, do you work for any employer other than the school system at any time during the year?

Yes, work for other employer	(46(___ -1	(ASK Q.F14)
No, don't work for other employer	___ -2	(SKIP TO Q.F15)
Not sure	___ -3	(SKIP TO Q.F15)

F14: Is this employment during the summer only, during the school year only, or is it during both of these time periods?

Summer only	(47(___ -1
School year only	___ -2
During both periods	___ -3
Not sure	___ -4

ASK EVERYONE

F15: Which of the following income categories best describes your total 1983 *household* income from all sources, before taxes? Was it (READ LIST)?

$15,000 or less	(48(___ -1
$15,001 to $20,000	___ -2
$20,001 to $30,000	___ -3
$30,001 to $40,000	___ -4
$40,001 to $50,000	___ -5
$50,001 or over	___ -6
Not sure	___ -7

49-80Z

That completes the interview. Thank you very much for your cooperation!

For more copies please write:

THE AMERICAN TEACHER SURVEY
METROPOLITAN LIFE INSURANCE COMPANY
One Madison Avenue
New York, New York 10010

Metropolitan Life Insurance Company
One Madison Avenue, New York, NY 10010

T22677 (6 84) Printed in U.S.A.

B6045-2

The Metropolitan Life Survey Of

THE AMERICAN TEACHER 1985

Strengthening The Profession

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

Fieldwork:
April-June 1985

Project Staff:
Louis Harris, Chairman
Michael Kagay, Ph.D., Vice President
Stuart Leichenko, Research Associate

FOREWORD FROM METROPOLITAN

One of the most fundamental measures of a society is the quality of its public education. Teachers are the cornerstone of public education. They formulate and deliver the ultimate results of our educational system. They bear much of the challenge and burden and have recently been the subject of much controversy.

Last year, we commissioned the first *Metropolitan Life Survey of the American Teacher* as part of our commitment to public education and the more than 40 million public school students in the United States today. It answers the question "Where can we make a difference?." By providing one of the few thorough, statistically sound surveys of teachers' views on issues facing our educational system, we have added another tool for educators and policymakers all across America.

We are proud in 1985 to continue to help make teachers' views more widely known. Last year's picture of teachers as concerned professionals once again emerges. Teachers recognize that now is the time for teachers and the public to move forward. The teachers' views present us with an agenda for action. From their views come the theme of this year's survey, "Strengthening the Profession," which is particularly relevant today.

The 1985 survey also provides us with an up to date interim report of teachers' views on educational reforms. Without the contribution of teachers, the implementation of many improvements to our education system is impossible. We hope this year's survey is as thought provoking and useful as the last.

CONTENTS

INTRODUCTION 1
Notes on Reading the Tables 2
Public Release of the Survey Findings 2
Project Responsibility 2

HIGHLIGHTS OF THE SURVEY FINDINGS 3
The Impact of Educational Reforms: An Interim Report From the Field 3
If Present Trends Continue, The Schools Will Lose Many More Teachers 4
Conclusion 5

Chapter 1: TEACHERS VIEW THE PRESENT WAVE OF REFORM—AN INTERIM REPORT FROM THE FIELD 7
Enactment and Implementation 7
Teachers Assess the Early Impact of Reform 7
The Extent to Which Teachers Have Personally Benefited 7
The Extent to Which Teachers Have Participated in Formulation of Reform 8
Teachers Evaluate Problems in Their Schools 8

Chapter 2: POSSIBLE STEPS TO RETAIN GOOD TEACHERS 17

Chapter 3: ATTRACTING GOOD PEOPLE INTO TEACHING 19

Chapter 4: PREPARING THE NEXT GENERATION OF TEACHERS 21

Chapter 5: STRENGTHENING RELATIONS BETWEEN SCHOOLS, BUSINESS, AND HIGHER EDUCATION 23
Relations With Business 23
Relations With Colleges 23

Chapter 6: WHY TEACHERS THINK ABOUT LEAVING 25
Teachers Who Think About Leaving 25
Chief Reasons Why Teachers Consider Leaving 25

Chapter 7: TEACHERS AND JOB STRESS 33

Chapter 8: TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT 39
Teachers' Responsibilities Versus Others' Responsibility 39

Chapter 9: WHAT MAKES TEACHERS STAY 45
Teaching Compared to Other Occupations 45
Reasons Teachers Cite for Staying 45
The Satisfactions of Teaching as a Career 45

Chapter 10: WHERE TEACHERS THINK ABOUT GOING 53
Occupations That Attract Current Teachers 53

Appendix A: SURVEY METHODOLOGY 57
Sample Selection of Teachers 58
Interviewing Procedures 61
Questionnaire Development 61
Processing of the Data 61
Weighting of the Data 61
Sample Disposition and Completion Rates 61
Reliability of Survey Percentages 63

Appendix B: THE QUESTIONNAIRE WITH MARGINAL FREQUENCIES 67

TABLE

CHAPTER 1:
TEACHERS VIEW THE PRESENT WAVE OF REFORM—
AN INTERIM REPORT FROM THE FIELD

1 TEACHERS WHO HAVE WITNESSED EDUCATIONAL REFORMS 10

2 TEACHERS EVALUATE THE EFFECTS OF REFORM 11

3 TEACHERS WHO HAVE BENEFITED FROM COMPENSATION REFORMS 12

4 WHETHER REFORMS REFLECT TEACHERS' INPUT AND VIEWS 13

5 TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS 14

6 TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS, BY REGION AND BY SIZE OF PLACE 15

7 TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS, BY TYPE OF SCHOOL, AND BY EXPERIENCE 16

CHAPTER 2: POSSIBLE STEPS TO RETAIN GOOD TEACHERS

8 TEACHERS RATE POSSIBLE STEPS TO RETAIN GOOD TEACHERS 18

CHAPTER 3: ATTRACTING GOOD PEOPLE INTO TEACHING

9 TEACHERS RATE POSSIBLE STEPS TO ATTRACT GOOD TEACHERS 20

CHAPTER 4: PREPARING THE NEXT GENERATION OF TEACHERS

10 TEACHERS RATE POSSIBLE STEPS TO PRODUCE GOOD TEACHERS 22

CHAPTER 5: STRENGTHENING RELATIONS BETWEEN SCHOOLS, BUSINESS, AND HIGHER EDUCATION

11 TEACHERS EVALUATE THE RELATION OF BUSINESS AND OF COLLEGES TO THE SCHOOLS 24

CHAPTER 6: WHY TEACHERS THINK ABOUT LEAVING

12 TEACHERS WHO THINK ABOUT LEAVING THE PROFESSION 26

13 WHO THINKS ABOUT LEAVING TEACHING, BY TYPE OF SCHOOL, BY EXPERIENCE, AND BY SEX 27

14 WHO THINKS ABOUT LEAVING TEACHING, BY REGION, AND BY SIZE OF PLACE 28

15 WHO THINKS ABOUT LEAVING TEACHING BY WORK AT SECOND JOB, OTHER JOB OPTIONS INITIALLY, FIELDS OF TRAINING, AND AWARD FOR TEACHING 29

16 WHAT MAKES TEACHERS THINK ABOUT LEAVING 30

CHAPTER 7: TEACHERS AND JOB STRESS

17 TEACHERS AND JOB STRESS 34

18 TEACHERS WHO THINK ABOUT LEAVING TEACHING, BY FREQUENCY OF JOB STRESS 35

19 TEACHERS AND JOB STRESS, BY TYPE OF SCHOOL, AND BY EXPERIENCE 36

20 TEACHERS AND JOB STRESS, BY REGION AND BY SIZE OF PLACE 36

TABLE *(continued)*

21 TEACHERS AND JOB STRESS, BY SERIOUSNESS OF A TOP PROBLEM IN THEIR SCHOOL 37

22 TEACHERS' WORKLOAD AND JOB STRESS 38

CHAPTER 8: TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT

23 TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT 40

24 TEACHERS THINK ABOUT LEAVING TEACHING, BY ADEQUACY OF THE TEACHING ENVIRONMENT . . . 41

25 TEACHERS RATE ADEQUACY OF THE TEACHING ENVIRONMENT, BY TYPE OF SCHOOL, AND BY SIZE OF PLACE 42

26 TEACHERS RATE ADEQUACY OF THE TEACHING ENVIRONMENT, BY REGION, BY STATE SPENDING, BY WEALTH OF DISTRICT 42

27 TEACHERS FIX LOCUS OF RESPONSIBILITY IN THE SCHOOLS 43

CHAPTER 9: WHAT MAKES TEACHERS STAY

28 TEACHERS COMPARE TEACHING VERSUS OTHER OCCUPATIONS 47

29 WHAT MAKES TEACHERS STAY IN TEACHING 48

30 TEACHERS' SATISFACTION WITH TEACHING AS CAREER 49

31 TEACHERS WHO THINK ABOUT LEAVING TEACHING, BY DEGREE OF CAREER SATISFACTION 50

32 TEACHERS' SATISFACTION WITH TEACHING AS CAREER, BY REGION AND BY SIZE OF PLACE 51

33 TEACHERS' SATISFACTION WITH TEACHING AS CAREER, BY TYPE OF SCHOOL, BY SEX, AND BY JOB STRESS 51

34 TEACHERS' SATISFACTION WITH TEACHING AS CAREER, BY ADEQUACY OF THE TEACHING ENVIRONMENT, BY DISTRICT WEALTH, AND BY STATE SPENDING 52

CHAPTER 10: WHERE TEACHERS THINK ABOUT GOING

35 THE OTHER OCCUPATIONS THAT ATTRACT TEACHERS 54

APPENDIX A: SURVEY METHODOLOGY

A-1 DISTRIBUTION OF THE SAMPLE 60

A-2 FINAL SAMPLE DISPOSITION 62

A-3 APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT 63

A-4 APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT 64

THE AMERICAN TEACHER

INTRODUCTION

This is the second Metropolitan Life Survey of The American Teacher. It represents a continuing commitment to research which will bring teachers' opinions to the attention of the American public and policymakers. Teachers' voices must continue to be heard as part of the ongoing educational debate in this country.

In the past two years, many states have enacted reforms to improve the quality of education and teaching. Some of those reforms improved compensation for some teachers, and others have stiffened requirements on students. At a time when some efforts to improve the quality of education and teaching are being implemented, serious teacher shortages are predicted across the country. Several recent reports suggest that the inability of the educational system to attract and retain teachers is resulting in a less qualified workforce and severe shortages. These shortages are particularly acute in areas such as mathematics and science, but shortages are anticipated across the board. These predictions seem to be predicated on increases in enrollment, a shrinking supply of prospective teachers, and lower retention rates among the more experienced teachers.

The National Institute of Education in its report, *The Condition of Education, 1984*, estimated that by 1992 this country will have 34% fewer teachers than are needed to staff the classrooms. Currently, there are 2.4 million teachers with an anticipated need for 2.6 million by 1992.

The first Metropolitan Life Survey of The American Teacher, released in 1984, measured and analyzed teachers' attitudes about reform. It revealed just how much teachers themselves are open to change and willing to be an integral part of the process of reform itself.

This year's survey goes further. It examines teachers' agenda for reform in the 1980's and what they think must be done to improve the teaching profession and its relationship with other institutions and the rest of society. In this report:

- Teachers say what they believe is necessary to strengthen the teaching profession, in order to attract and retain quality people.
- Teachers speak out about the difficulties facing them, including great stress on the job, which cause many teachers to consider leaving teaching.
- Teachers cite the main reasons why many consider leaving the profession for other occupations, and the main reasons why many stay in teaching.
- Teachers say how their job stacks up on key job criteria when they compare teaching to other occupations.
- Teachers say what they think business can do to help the teaching profession.
- Teachers say what they think can be done to strengthen the teaching profession's relations with colleges.
- And teachers evaluate the early impact of some of the reforms that already have been enacted and implemented around the country in recent years.

This survey is based on interviews with 1,846 current teachers. All interviewing was conducted by telephone between April 25 and June 8, 1985. Every public school teacher from kindergarten through grade 12 had an equal chance of being drawn into the sample. The detailed survey methodology, including information on the statistical reliability of the sample, is provided in Appen-

dix A. Appendix B includes the survey questionnaire.

A parallel survey of former teachers, who have left the profession to work in some other occupation during the past five years, was also conducted. Its results will be issued in a separate report.

Notes on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (—) represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

Public Release of the Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Michael R. Kagay, Ph.D., Vice President. He worked under the overall supervision of Louis Harris, Chairman. Stuart Leichenko, Research Associate, assisted in all aspects of the project.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at Metropolitan Life and Program Planners, Inc., in particular, did a great deal to set and to keep our sights in the right direction. However, responsibility for the findings and for their interpretation rests solely with Louis Harris and Associates.

HIGHLIGHTS OF THE SURVEY FINDINGS

This summary provides an overview of the results of the survey. Many findings described in the body of the report do not appear in this summary. Interested readers are urged to examine the body of the report to understand the full findings of this second Metropolitan Life Survey of The American Teacher.

The Impact of Educational Reforms: An Interim Report From the Field

The current wave of educational reform across the country aims to strengthen the educational system and ameliorate problems facing the teaching profession. There have been both student-related and teacher-related reforms so far, including teacher competency exams and compensation reforms such as state-mandated minimums, career ladders, and merit pay; and such student-related reforms as stiffer graduation requirements, student competency exams, and tougher disciplinary rules.

The process of educational reform continues as a legislative priority in many states, even where reforms already have been enacted. This is likely to continue as states undertake full-scale investigations into improving the status of the teaching profession and the quality of education.

The survey findings offer an interim report from the field on what teachers think of the reforms enacted so far in their states.

1. Sixty-three percent of teachers report that educational reforms of the type considered here have been enacted in their state and 49% report that some of the reforms already have been implemented in their own school district.

2. Teachers believe that the reforms as implemented have benefited students more than teachers. In fact, teachers believe that the reforms implemented have had a more negative effect on teachers than on students. But a sizeable minority say that the reforms have not had much effect on either group.

- Forty-two percent say the reforms have had a positive effect on students, compared to only 12% who see a negative effect. An equal proportion (44%) see not much effect at all.
- Thirty-six percent say the reforms will have a positive effect on teachers. But one third (34%) see a negative effect on teachers, and nearly another third (28%) see not much effect yet at all.

3. Teachers in the 23 states which have enacted compensation reforms speak more negatively about the effects of educational reform overall than do teachers in states which have not enacted such reforms.

4. Teachers feel that the reforms as enacted reflect the views of administrators more than those of teachers. Sixty-four percent agree that the reforms enacted reflect administrators' views, while only 24% disagree. In contrast, only 43% of teachers believe that reforms enacted reflect teachers' views, while 49% disagree.

5. One out of three teachers report that their views were sought during the formulation of reforms in their state. Thirty-seven percent feel that their views were sought in some way; 63% feel that their views were not sought. Forty-two percent know at least a colleague who participated in the formulation of reforms, but 58% do not.

6. Beginning teachers appear to have benefited the most from compensation reforms which have been implemented. Twenty-two percent of all teachers and 43% of beginning teachers have benefited from salary increases for all beginning teachers; 19% have benefited from career ladders and other job performance programs; and 4% have benefited from increased pay for teachers in shortage areas.

If Present Trends Continue, The Schools Will Lose Many More Teachers

The American schools system has begun to suffer from shortages of teachers. In the future, teacher shortages may no longer be confined to special subjects like mathematics and science. Shortages may soon threaten public schools in cities, suburbs, and rural areas in every geographic region of the country.

The findings of this year's survey reveal that the schools will lose many more teachers in the near future, unless effective measures are taken to attract talented people into the profession and contain the nationwide exodus from teaching to other occupations.

1. Half of all teachers (51%) currently teaching in American schools say they have seriously considered leaving the profession to enter some other occupation.

2. The great majority of these teachers say they have stayed in teaching because they derive satisfaction from it. Seventy-four percent of teachers who have seriously considered leaving the profession say the main reason why they have stayed is the satisfaction of teaching.

3. Much of this satisfaction derives from their relationship with students. In explaining what they mean by the satisfaction of teaching, 40% of all those who had considered leaving mentioned their teaching relationship with students, and another 23% said they took satisfaction in seeing students grow. Others expressed their satisfaction differently, such as the 27% who simply said that they love to teach.

4. But despite this broad expression of satisfaction, more than one quarter (27%) of all teachers in American schools say they are very or somewhat likely to leave teaching for a different occupation in the next five years. This attrition will sap the strength of a profession already weakened by losses of experienced teachers and a paucity of good people who are studying to become teachers.

5. The main reasons why teachers consider leaving teaching are poor salaries and poor working conditions. Sixty-two percent of those who have considered leaving specifically cite low salaries as the main reason. Another 41% identify such poor working conditions as too much paperwork, too many non-teaching duties, the physical environment at their schools, overcrowding, and long hours. In last year's survey, teachers also citied such reasons as primary causes of dissatisfaction with their jobs.

6. The most serious problem cited by secondary school teachers is a lack of basic skills among students. Eighty percent of secondary school teachers say that a lack of basic skills among students is a serious problem in their

schools. Majorities of secondary school teachers also say that drinking and drug usage by students are serious problems in their schools.

In 1984, teachers also cited student deficiencies, drinking, and drug usage as major problems in their schools—problems which contribute to teachers' frustrations and make an already difficult job even harder.

7. The most serious problem cited by elementary school teachers is overcrowded classes. Forty-nine percent say that overcrowded classes are a serious problem in their school. Teachers also identify overcrowding as one of the elements of poor working conditions which made them consider leaving teaching.

8. Teachers experience greater stress than most Americans. Thirty-six percent of teachers say they experience great stress several days a week or more as a part of their teaching job. By comparison, a recent Harris survey for *Prevention* magazine showed that among all American adults, only 27% experience great stress that often.

9. Stress, poor working conditions, poor salaries, and other problems in schools all influence teachers who consider leaving teaching. The more frequently teachers work under stress, the more likely they are to consider leaving the profession. This is also true for problems such as poor working conditions and low salaries.

10. Teachers want to be respected as professionals, compensated more like professionals, and given working conditions and materials which will allow them to perform as professionals. Over eight in 10 teachers support reforms and changes which would help to achieve this agenda, such as:

- Providing a decent salary;
- Providing more respect for teachers in today's society;
- Teaching students who are more strongly motivated to learn; and
- Providing increased financial support for the school system.

11. Majorities of teachers also believe that the educational system would benefit from having business organize campaigns to build public and legislative support for the schools. This is but one of the many indicators in the survey findings that teachers seek a closer relationship with other institutions in society, to foster the teaching profession by attracting, training, and retaining talented teachers.

12. Teachers' comparisons of their job with other occupations lend further evidence that the historic attractions of the profession—personal satisfaction, summers off, and job security—do not suffice for many as incentives to become a teacher or to remain in teaching.

Majorities of teachers, ranging from 65–69%, believe that personal satisfaction, vacation benefits and job security are better in teaching than in occupations they had considered entering.

But even larger majorities of teachers—between 68% and 81%—say that the equipment one has to work with, professional prestige and, most importantly, salaries are better in other occupations. Also, 57% believe that they would have more control over their work in another occupation.

Conclusion

While it is probably too early to judge the full impact of educational reforms, they seem to be addressing some of the profession's main concerns. Policymakers should recognize that the very real satisfactions of teaching are undermined by dissatisfaction with low salaries, lack of prestige, lack of independence, and inadequate equipment and working conditions. However, there are also many findings which speak of teachers' pride and dedication, and determination to prevail against a host of barriers and problems.

The critical message to be learned from these findings is that of a bleak future for the teaching profession, the foundation of our educational system—unless we make changes which will attract and retain more talented people to teaching, require stringent professional training of them, and allow them to work in an environment and earn a salary fitting of a true profession. The alternative is what is already happening and will continue: an exodus from teaching and a growing shortage of qualified teachers to replace them.

Chapter 1

Teachers View The Present Wave of Reform—An Interim Report From the Field

Educational reform has been spreading rapidly. In two years leading up to 1985, 39 states enacted student-related reforms such as stiffer graduation requirements, curriculum reform, student competency tests, etc. Thirty-nine states (not always the same ones) also enacted teacher-related reforms, such as teacher competency tests, career ladders, merit pay, etc. This chapter provides an interim report from the field on what teachers think about what has been done so far in the way of educational reform.

This chapter also reports teachers' assessments of problems in their schools. Subsequent chapters address causes of and solutions for an anticipated shortage of experienced teachers.

Enactment and Implementation

A majority of American teachers report that educational reform has reached their state. Sixty-three percent of teachers say that educational reforms of some type have been *enacted* in their state. Forty-nine percent say that some of the reforms have already been *implemented* in their own school district (Table 1).

Teachers Assess the Early Impact of Reform

Teachers report that to date the reforms as implemented have had a more positive effect on students than on teachers themselves.

Teachers are quite positive about the reforms when it comes to *students* (Table 2). Forty-two percent see a positive effect on students, compared to only 12% who see a negative effect on students. However, 44% see not much effect yet at all, suggesting that in some areas it may be too soon to judge.

Teachers are divided about the early impact of the reforms on *teachers* (Table 2). Thirty-six percent see the reforms having a positive effect on teachers, while 34% see a negative effect on teachers, and 28% see not much effect yet at all.

Teachers in states with compensation reforms are up to 25 percentage points more negative about the effect of educational reform on teachers than are teachers in other states.

OBSERVATION: A possible cause of disagreement about the effects of reform on teachers to date may be teachers' reactions to such compensation-related reforms as merit pay.

The Extent to Which Teachers Have Personally Benefited

Nineteen percent have so far benefited from programs where teachers' salaries are based partly on new reform plans such as career ladders, or merit pay; 80% say they have not yet personally benefited from such new programs (Table 3). Forty-three percent of teachers with less than five years experi-

ence say they have benefited from salary raises for all beginning teachers. (Six percent of all teachers in the survey are new teachers.) Eighty-seven percent of all teachers have benefited from across-the-board salary increases given to all teachers during the past two years. However, these increases may include collectively bargained raises, as well as raises due to reform of the salary structure itself.

Nearly all teachers report that their annual income from teaching is between $15,000 and $30,000. Thirty-three percent say they make $15,000 to $20,000 a year as teachers, and 46% say they make $20,000 to $30,000 a year. Nine percent of teachers report earning $15,000 or less a year. Eleven percent report earning $30,000 to $40,000 annually as teachers, and 1% report making more than $40,000. Table 1 in Appendix A shows both teachers' salaries and their household income as well as other demographic characteristics of the sample.

The Extent to Which Teachers Have Participated in Formulation of Reform

Thirty-seven percent of teachers say that their views were sought in some way during the formulation of the reforms; but 63% feel that their views were not consulted (Table 4). Forty-two percent of teachers know a colleague who participated in the formulation of reforms, but 58% do not.

Teachers are closely divided as to whether the reforms as enacted *reflect* their views. Forty-three percent say they do reflect their views, while 49% believe they do not. Teachers are much more inclined to believe that the reforms reflect the views of *administrators* in their district. Sixty-four percent agree that they do, while only 24% disagree. (The survey did not examine the extent to which the views of administrators are perceived to be similar to or in conflict with the views of teachers themselves.)

OBSERVATION: Because of the recency of reform, many teachers have not yet seen the full consequences or impact. Much of their knowledge of the reforms to date is based on the formulation, debate, and enactment stage. Because, at that stage, many teachers felt that their views were not fully sought or reflected, their impression of the reforms at this time tends to be mixed.

Teachers Evaluate Problems in Their Schools

Last year's survey showed American teachers to be deeply concerned over several types of problems in the schools. These included uninterested students, overcrowded classes, drinking and drugs. The 1985 survey confirms that such problems continue to be vexing ones. They can be expected to affect teachers' morale and their sense of urgency about the need for reform.

Eighty percent of secondary school teachers judge the number of students who lack basic skills to be serious in their own schools. Sixty-six percent of secondary school teachers judge the amount of drinking by students to be a serious problem, and 58% judge the number of students using drugs to be a serious problem in their school (Table 5).

When elementary school teachers judge the seriousness of six problems that are alleged to exist in the elementary schools, there is no problem which a majority rates as serious. However, a near majority of 49% report that overcrowded classes are a serious problem in their schools.

Teachers in different areas of the country are exposed to such

problems to differing degrees, or at least they reach differing judgments about the severity of the problems they face (Table 6). For instance, secondary school teachers in urban areas judge as particularly serious the number of students lacking basic skills. And elementary school teachers in the West see overcrowded classes as particularly serious.

OBSERVATION: The perceived seriousness of many problems declines with greater years of teaching experience (Table 7). Perhaps this is because those teachers who are particularly troubled or stressed by such problems tend to *exit* the profession as the years go by, leaving behind them a larger proportion of those who are able to tolerate the problems that do exist.

Table 1 *Teachers Who Have Witnessed Educational Reforms*

Q.CT-9a; 9b

QUESTION: During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?

QUESTION: Have any of these reforms actually been implemented yet in the school district in which you teach?

	Total	Those Working in the 23 States That Have Adopted Compensation Reforms
Base	1846	956
	%	%
Enactment of Reforms		
Yes, enacted	63	73
No, not enacted	34	25
Not sure	3	2
Implementation of Reforms		
Yes, implemented	49	60
No, not implemented	14	12
Not sure	1	1
(Not enacted)	(37)	(27)

Note: The 23 states that had adopted teacher compensation reforms as of early 1985 include: Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Missouri, Nebraska, New Hampshire, North Carolina, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin. The compensation reforms include one or more of the following: merit pay, career ladders, across-the-board increases in starting salary for beginning teachers, across-the-board increases in salary for all teachers. Some of these states have not yet funded and implemented these programs.

Table 2

Teachers Evaluate the Effects of Reform

Base: 1023 current teachers reporting implementation of reforms in their district

QUESTION: On the whole, would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *students?*

QUESTION: Would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *teachers?*

	CURRENT TEACHERS REPORTING IMPLEMENTATION OF REFORMS IN THEIR DISTRICT		
	Total	Those Working in the 23 States that Have Adopted Compensation Reforms	Those Working in the States that Have Not Adopted Compensation Reforms
Base	1023	665	358
	%	%	%
Effect on Students			
Positive effect	42	36	54
Negative effect	12	16	5
Not much effect	44	46	39
Not sure	1	2	1
Effect on Teachers			
Positive effect	36	30	48
Negative effect	34	43	18
Not much effect	28	26	33
Not sure	2	2	1

Table 3

Q.CT-8

Teachers Who Have Benefited from Compensation Reforms

QUESTION: Here are some reforms that can affect the amount of compensation paid to individual teachers. For each, please tell me whether you personally have benefited from it, or not during the past two years?

Base: 1846		PERCENT SAYING THEY HAVE PERSONALLY BENEFITED			
		Total Teachers	Beginning Teachers	Those Working in the 23 States That Have Adopted Compensation Reforms	Those Who Have Received an Award for Teaching
Across-the-board salary increases for *all* teachers	%	87	77	91	88
Salary increases for all *beginning* teachers	%	22	43	23	19
A program where teachers' salaries are based partly on plans such as career ladders, job differentiation, merit or performance	%	19	18	24	25
Increased pay for teachers who teach in shortage areas such as science, math, and special education	%	4	6	4	4

*Less than 0.5%.

Table 4

Q.CT-9c, 9f, 9g, 9h

Whether Reforms Reflect Teachers' Input and Views

Base: 1275 current teachers reporting enactment of reforms in their state

QUESTION: During the consideration of the reforms, were your own views sought in any way?

QUESTION: Did you, or did any teaching colleague you know, actually participate in the formulation of any reform proposals?

QUESTION: Overall, do the reforms that were enacted reflect the views of you and your teaching colleagues, or not?

QUESTION: Overall, do the reforms that were enacted reflect the views of administrators in your district, or not?

	CURRENT TEACHERS REPORTING ENACTMENT OF REFORMS IN THEIR STATE	
	Total	Those Working in the 23 States That Have Adopted Compensation Reforms
Base	1275	756
	%	%
Views Sought		
Yes, views were sought	37	37
No, views were not sought	63	63
Not sure	*	*
Participation		
Yes, participated	42	40
No, did not participate	58	60
Not sure	1	1
Views Reflected		
Do reflect	43	37
Do not reflect	49	53
Depends (volunteered)	7	8
Not sure	1	1
Administrators' Views Reflected		
Do reflect	64	61
Do not reflect	24	25
Depends (volunteered)	5	5
Not sure	8	8

*Less than 0.5%.

Table 5

Q.CT-3

Teachers Evaluate Problems in the Schools

QUESTION: Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach.

Teachers of Grades 7-12		Very Serious	Somewhat Serious	Not Very Serious	Not at All Serious	Not Applicable	Not Sure
Base: 820							
The number of students who lack basic skills	%	30	50	16	4	—	*
The amount of drinking by students	%	27	39	20	13	1	2
The number of students using drugs	%	14	44	29	11	1	1
The number of teenage pregnancies	%	19	30	29	20	2	1
The number of dropouts	%	13	27	34	22	3	1
The number of teenage suicides	%	4	13	33	45	3	1
Teachers of Grades K-6							
Base: 1,124							
Overcrowded classes	%	18	31	29	21	*	—
Inadequate programs for the gifted and talented	%	17	28	27	25	2	*
Inadequate programs for remedial students	%	8	29	35	27	*	*
Inadequate programs for bilingual education	%	13	16	23	26	22	1
Inadequate programs for the handicapped	%	8	19	30	33	9	*
Absenteeism	%	6	22	41	30	*	*

*Less than 0.5%.

Table 6

Q.CT-3

Teachers Evaluate Problems in the Schools, by Region and by Size of Place

QUESTION: Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach.

	"VERY SERIOUS" OR "SOMEWHAT SERIOUS"									
		REGION				SIZE OF PLACE				
Teachers of Grades 7-12	Total Teachers	East	Mid-west	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	820 %	312 %	112 %	136 %	260 %	93 %	102 %	251 %	216 %	156 %
The number of students who lack basic skills	80	81	72	85	83	83	90	76	81	79
The amount of drinking by students	66	59	79	57	69	60	68	71	60	67
The number of students using drugs	58	61	61	54	60	63	66	68	55	49
The number of teenage pregnancies	49	47	40	60	42	57	62	32	54	47
The number of dropouts	40	32	28	50	49	49	48	30	44	36
The number of teenage suicides	18	21	20	14	15	16	30	21	10	21
Teachers of Grades K-6										
Base	1124 %	395 %	156 %	209 %	364 %	182 %	134 %	300 %	284 %	220 %
Overcrowded classes	49	44	44	52	62	60	44	50	48	50
Inadequate programs for the gifted and talented	45	44	49	43	46	47	39	37	46	56
Inadequate programs for remedial students	37	30	33	38	50	51	51	37	29	36
Inadequate programs for bilingual education	29	27	27	28	35	38	21	28	26	31
Inadequate programs for the handicapped	27	30	23	29	25	36	30	18	26	32
Absenteeism	28	30	22	29	30	42	31	18	26	31

Table 7
Q.CT-3

Teachers Evaluate Problems in the Schools, by Type of School, and by Experience

QUESTION: Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach.

	"VERY SERIOUS" OR "SOMEWHAT SERIOUS"					
		TYPE OF SCHOOL		EXPERIENCE		
	Total Teachers	Junior High School	High School	Less Than 10 years	10 to 19 Years	20 Years or More
Teachers of Grades 7-12						
Base	820 %	407 %	453 %	137 %	399 %	284 %
The number of students who lack basic skills	80	80	80	82	84	73
The amount of drinking by students	65	51	81	73	62	66
The number of students using drugs	59	50	67	58	60	56
The number of teenage pregnancies	48	37	59	55	48	44
The number of dropouts	39	30	50	46	38	35
The number of teenage suicides	18	18	18	21	19	13
Teachers of Grades K-6						
Base	1124 %	—	—	224 %	547 %	351 %
Overcrowded classes	50	—	—	55	52	40
Inadequate programs for the gifted and talented	45	—	—	47	45	46
Inadequate programs for remedial students	37	—	—	41	38	31
Inadequate programs for bilingual education	29	—	—	34	26	31
Inadequate programs for the handicapped	27	—	—	26	29	24
Absenteeism	28	—	—	35	30	18

CHAPTER 2:

Possible Steps to Retain Good Teachers

In coming years teacher shortages may no longer be confined to specialties such as mathematics and science or to limited localities such as inner-city areas. The problem of teacher shortages is growing and may become even more widespread unless measures are taken to retain good current teachers, as well as to attract talented new teachers in greater numbers.

Teachers have an agenda for retaining good teachers. There are no serious disagreements on the agenda for reform. When teachers canvass the large variety of policy changes that have been suggested to help *retain* good teachers, a large majority agree on which proposed solutions will help the most. The top rated solutions elicit a virtual consensus about the steps which teachers believe must be taken in order to retain good teachers.

Over 8 in 10 teachers think these steps or changes would help a lot: providing a decent salary; providing more respect for teachers in today's society; having students who are more strongly motivated to learn; and providing increased financial support for the school systems (Table 8).

It should be noted that *all* twelve steps receive majority endorsement. At least 55% think that each would "help a lot" to keep good people in teaching. Some of the steps are more popular than others, some may be more realistic or feasible than others, and they also vary in their cost implications. But *all* twelve of them would be well received by present teachers.

OBSERVATION: Teachers want to be treated as professionals, compensated more like professionals, and given working conditions and materials that will let them perform as professionals. Many of these same themes came through clearly in last year's survey as well, and their continuing importance is confirmed.

Table 8

Q CT-5

Teachers Rate Possible Steps To Retain Good Teachers

QUESTION: I will now read some steps that might be taken to encourage good teachers to *remain* in teaching instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in *keeping* good people in teaching.

Base: 1846		Help a Lot	Help a Little	Would Not Help at All	Not Sure
Providing a decent salary	%	94	6	*	*
Providing more respect for teachers in today's society	%	90	9	1	*
Having students who are more strongly motivated to learn	%	85	13	1	1
Providing increased financial support for the school system	%	84	15	1	*
Providing smaller class size	%	79	20	1	*
Reducing any unnecessary rules and requirements that waste teachers' time	%	72	25	2	*
Providing better tools and supplies teachers need to do their job	%	69	29	2	*
Reducing the time teachers need to spend on discipline	%	69	27	3	*
Reducing the time teachers need to spend on administrative tasks	%	68	30	2	*
Providing more independence to organize classes the way teachers think they should be	%	59	38	2	*
Having more parent involvement with the schools	%	56	39	5	*
Providing a closer match between student needs and teacher capabilities	%	55	39	5	1

*Less than 0.5%.

THE AMERICAN TEACHER

CHAPTER 3:

Attracting Good People Into Teaching

Teachers clearly identify those steps which they think would help the most to attract good people into the profession (Table 9). Five proposals are judged by at least 50% as likely to "help a lot." Making starting salaries more competitive is by far the most popular reform. Seventy-nine percent of teachers believe that providing compensation to beginning teachers comparable to that in other professions which require similar training could attract good people into the profession. Others include: reducing the amount of time teachers spend in non-teaching duties; paying teachers partly according to their qualifications; providing advanced study sabbaticals; and providing time for teachers to discuss their needs and problems with other teachers.

Teachers also are clear in distinguishing which steps would be the least helpful: allowing school districts to hire talented people who are not certified teachers, and the idea of "merit pay" based on evaluation of performance are the two proposals that rank last. "Merit pay" is the only reform out of 31 studied that prompts 50% of teachers to say it "would not help at all."

Last year the 1984 Metropolitan Life Survey of The American Teacher also found that teachers downrated merit pay and the hiring of people outside the profession. However, that survey also showed that teachers think the concept of merit pay *could* work if only there were an objective standard on which a teacher's individual merit could be judged.

OBSERVATION: A pattern emerges which links together teachers' attitudes about these various reforms. Teachers support with particular enthusiasm those reforms that would serve to increase the *professionalism* of teaching. And they tend to disapprove of proposals that might be construed as diminishing or denigrating the professionalism of teachers. This is the key to understanding teachers' perspectives on these proposals.

Table 9 *Teachers Rate Possible Steps To Attract Good Teachers*

Q. CT-6

QUESTION: I will now mention some reforms that might be adopted to attract good people into teaching. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to attract good teachers.

Base: 1846		Help a Lot	Help a Little	Would Not Help at All	Not Sure
Steps Thought to "Help a Lot" by Half or More					
Providing compensation to beginning teachers comparable to other professions that require similar training	%	79	19	1	1
Reducing the amount of time teachers spend in non-teaching duties	%	74	23	3	*
Paying teachers partly according to their *qualifications*, such as education training, and experience	%	65	31	4	1
Providing advanced study sabbaticals for teachers to enhance their professional development	%	58	39	2	*
Providing time for teachers to discuss their needs and problems with other teachers	%	50	43	7	*
Steps Thought to "Help a Lot" by Fewer Than Half					
Establishing minimum national standards for certifying all new teachers	%	35	44	21	1
Requiring new teachers before certification to pass rigorous examinations comparable to other licensed professionals	%	34	44	21	1
Paying teachers partly according to the *specific jobs* they hold, such as apprentice teacher or master teacher	%	34	45	19	2
Offering teachers a 12-month contract with pay and duties for the full year	%	24	38	36	1
Allowing school districts to hire talented people who are not certified teachers	%	12	43	43	2
Paying teachers partly according to their *performance on evaluation or tests*, sometimes called "merit pay"	%	13	36	50	1

*Less than 0.5%.

CHAPTER 4:

Preparing The Next Generation Of Teachers

Teachers state clearly those steps which they think will help most to *produce* good teachers in the future (Table 10). Half or more think these steps will help a lot: upgrading accreditation standards for teacher training programs at college; upgrading admission standards for students entering teacher training programs; requiring new teachers to serve a supervised apprenticeship or internship before being certified; and placing more emphasis during teacher training on teaching skills, rather than subject skills.

Teachers are also clear about the steps that they think will prove least helpful. Fewer than 30% believe that requiring all teachers to earn a bachelor's degree in an academic subject plus a master's in education, or placing more emphasis on subject skills (rather than teaching skills) during teacher training will help a lot to produce good teachers in the future.

OBSERVATION: In last year's survey teachers felt that the education they were receiving was not preparing them well for the classroom. It would seem that, in the future, the training of teachers should focus in particular on upgrading teaching skills.

Table 10

Q. C7

Teachers Rate Possible Steps To Produce Good Teachers

QUESTION: I will now mention some reforms that might be adopted to produce high quality teachers in the future. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to produce high quality teachers.

Base: 1846		Help a Lot	Help a Little	Would Not Help at All	Not Sure
Steps Thought to "Help a Lot" by half or More					
Upgrading *accreditation standards* for teacher training programs at college	%	72	25	3	1
Upgrading *admission standards* for students entering teacher training programs at college	%	65	29	6	*
Requiring new teachers to serve a supervised apprenticeship or internship before being certified	%	62	30	8	*
Placing more emphasis on *teaching* skills, rather than subject skills during teacher training	%	50	36	12	1
Steps Thought to "Help a Lot" by Fewer Than Half					
Enabling local school officials to recruit new teachers more aggressively at college	%	36	47	15	1
Making the school district responsible for training new teachers after they finish their formal education	%	36	40	23	1
Placing more emphasis on *subject* skills, rather than teaching skills during teacher training	%	29	45	25	1
Requiring all teachers to earn a bachelor's degree in an academic subject *plus* a master's degree in education	%	28	41	30	*

*Less than 0.5%.

CHAPTER 5:

Strengthening Relations Between Schools, Business, and Higher Education

Teachers show a desire to get others outside the school system more involved in closer partnership with the schools.

Relations With Business

Teachers see positive effects coming from having business more actively involved with education and the schools (Table 11). By very large majorities, they endorse businesses organizing information campaigns to build public support for the schools, businesses organizing campaigns to build legislative support for the schools, and businesses providing assistance to schools for equipment, curriculum, and teacher training. Teachers reacted positively to these activities whether or not their school already had such a program.

Relations With Colleges

Teachers also see positive effects from having colleges more involved with the schools (Table 11). By overwhelming majorities, they endorse colleges offering advanced courses to teachers in their own subject specialties, colleges opening courses to bright high school students, and colleges sponsoring seminars for in-service training of teachers.

Table 11

Q. CT-10

Teachers Evaluate the Relation of Business and of Colleges to the Schools

QUESTION: Now I am going to read you some suggestions for improving relations between schools and other institutions. Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat positive effect, or a strongly negative effect on education in general.

Base: 1846		Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect at All (Volunteered)	Not Sure
Business Relations							
Businesses organizing information campaigns to build *public* support for the schools	%	53	41	4	1	*	*
Businesses providing assistance for equipment, curriculum, and teacher training	%	50	43	5	1	*	1
Businesses organizing campaigns to build *legislative* support for the schools	%	51	40	8	1	*	*
Business and school partnerships, such as "adopt-a-school" programs	%	38	51	6	1	1	3
Businesses providing to teachers experience in business and industry	%	28	63	7	1	1	1
College Relations							
Colleges offering advanced courses to teachers in their own subject specialties	%	66	32	1	*	*	*
Colleges opening certain courses to particularly bright high school students	%	58	38	2	*	1	*
Colleges sponsoring seminars for teachers' in-service training	%	53	43	3	1	1	*
Colleges placing liberal arts undergraduates in internships in the public schools	%	32	52	13	2	1	1

*Less than 0.5%.

CHAPTER 6:

Why Teachers Think About Leaving

Teachers Who Think About Leaving

Half of all teachers currently teaching in American schools (51%) have at some time seriously considered leaving the profession to go into some other occupation. And over one-quarter (27%) say that within the next five years they are likely to leaving teaching for some different occupation. Table 12 presents these survey findings.

Teachers who think about leaving are widely spread throughout the profession and across the country. They are to be found in *all* areas of the nation, in *all* types of schools, and at *all* levels of teaching experience.

However, certain categories of teachers are particularly likely to have contemplated leaving in the past or to anticipate leaving in the future. Secondary school teachers are more likely to do so than elementary school teachers. Male teachers are more likely to do so than are female teachers (Table 13). Inner-city and urban teachers are more likely to do so than those outside urban areas (Table 14). Teachers who hold a second job are also more likely to consider leaving (Table 15).

Chief Reasons Why Teachers Consider Leaving

Inadequate salary and poor working conditions dominate the list of reasons why teachers consider leaving teaching (Table 16). Sixty-two percent cite inadequate salary as the main reason that caused them to consider leaving. Working conditions rank as the second most important motivating factor, with 41% citing as their main reason for thinking about leaving such conditions as too much paperwork, too many non-teaching duties, overcrowding, and long hours.

Student-related factors rank next in importance: 31% of teachers who considered leaving point to such factors as lack of student discipline and lack of student motivation. Twenty-one percent alone cite discipline. This confirms the importance of this problem, which also registered as a matter of serious concern in last year's survey.

Administration-related reasons are not far behind: 25% cite such reasons as lack of administrative support (14%) and dissatisfaction with administrators (8%) as their main motivation. Lack of respect is mentioned by another 25% as their chief reason for considering another occupation. Emotional aspects such as boredom, stress, frustration, and burnout are mentioned by 22%. (Thirteen percent alone cite boredom with school routine.) Parent-related and community-related factors, such as lack of support, are mentioned by 21% of teachers who considered leaving. And 27% cite themes such as no chance for advancement, or the availability of an opportunity to do something else.

Table 16 presents in detail the reasons offered by current teachers for thinking about leaving. (Figures add to more than 100% because teachers were free to offer more than one important reason.) Men and women cite slightly different reasons. Men who consider leaving are more likely to mention salary, whereas women who consider leaving are relatively more likely to mention working conditions.

OBSERVATION: In citing low salary and poor working conditions as the dominant reasons why teachers consider leaving, teachers are demanding a level of compensation and the kind of working environment they think is necessary for *professionals* to do their jobs properly. These paramount themes also came through clearly in last year's survey, which used somewhat different questions and did not directly link them to leaving the profession.

Table 12

Q CT-H, 16

Teachers Who Think About Leaving the Profession

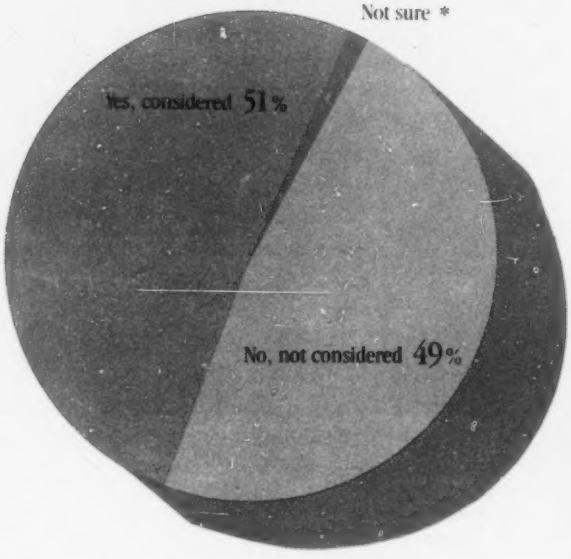
QUESTION: Have you ever seriously considered *leaving* teaching to go inot some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

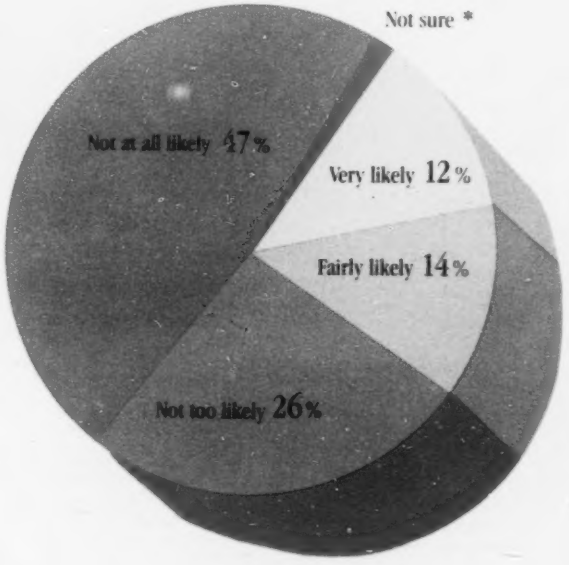
Total Teachers

1846

Ever Seriously Considered Leaving



Likely to Leave Within Next 5 Years



*Less than 0.5%.

Table 13

Q. CT-II. 16

Who Thinks About Leaving Teaching, by Type of School, by Experience, and by Sex

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		TYPE OF SCHOOL			EXPERIENCE					
	Total Teachers	Elementary	Junior High	High School	Less Than 5 Years	5-9 Years	10-19 Years	20 Years or More	SEX Male	SEX Female
Base	1846 %	1124 %	407 %	453 %	88 %	252 %	894 %	610 %	591 %	1255 %
Ever Seriously Considered Leaving										
Yes, considered	51	46	59	60	38	57	54	46	67	45
No, not considered	49	54	41	40	62	43	46	54	32	55
Not sure	*	*	*	—	—	1	*	*	*	*
Likely to Leave Within Next 5 Years										
Very likely	12	11	15	15	10	13	8	20	17	10
Fairly likely	14	13	17	14	9	16	17	10	16	13
Not too likely	26	25	26	32	29	35	29	17	30	25
Not at all likely	47	50	42	39	50	36	45	53	36	51
Not sure	*	1	—	*	2	—	*	1	—	1

Table 14

Q CT-1L16

Who Thinks About Leaving Teaching, by Region, and by Size of Place

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		REGION				SIZE OF PLACE				
	Total Teachers	East	Midwest	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846	676	254	325	591	264	231	528	478	340
	%	%	%	%	%	%	%	%	%	%
Ever Seriously Consider Leaving										
Yes, considered	51	52	46	52	56	56	53	51	50	50
No, not considered	49	48	54	47	44	44	47	49	50	49
Not sure	*	*	—	*	*	1	—	*	—	*
Likely to Leave Within Next 5 Years										
Very likely	12	13	10	13	15	17	16	13	12	9
Fairly likely	14	15	12	16	14	19	20	12	13	13
Not too likely	26	29	27	24	27	20	24	27	27	29
Not at all likely	47	43	50	48	44	45	40	47	48	48
Not sure	*	*	1	—	1	*	—	1	*	1

*Less than 0.5%.

Table 15

Q.CT-II.16

Who Thinks About Leaving Teaching By Work at Second Job, Other Job Options Initially, Fields of Training, and Award for Teaching

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		SECOND JOB IN PAST YEAR		OTHER JOB OPTIONS WHEN ENTERED TEACHING		FIELDS OF FORMAL TRAINING		AWARD FOR TEACHING	
	Total Teachers	Worked at Second Job	No Second Job	Had Other Job Options	Did Not Have	All Training in Education	Some Training in Other Field	Received Award	Not Received
Base	1846 %	515 %	1331 %	517 %	1322 %	1029 %	808 %	732 %	1111 %
Ever Seriously Considered Leaving									
Yes, considered	51	68	45	63	47	48	57	55	49
No, not considered	49	32	55	37	53	52	43	45	51
Not sure	*	*	*	*	*	*	*	*	*
Likely to Leave Within Next 5 Years									
Very likely	12	21	9	15	12	12	13	15	11
Fairly likely	14	16	14	18	13	14	15	14	14
Not too likely	26	29	25	28	26	25	29	27	26
Not at all likely	47	33	52	38	50	48	43	44	48
Not sure	*	*	1	*	*	*	*	*	1

*Less than 0.5%.

Table 16

Q.CT-12

What Makes Teachers Think About Leaving

Base: 985 current teachers who seriously considered leaving

QUESTION: What were the main things that made you consider *leaving* teaching? Anything else?

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING		
	Total	**Men**	**Women**
Base	985	387	598
	%	%	%
Inadequate, Low Salary	**62**	**77**	**53**
Working Conditions (net total)	**41**	**31**	**48**
Paperwork	12	5	17
Non-teaching duties	12	10	14
School environment, physical aspects	8	7	9
Overcrowding, class size	8	5	10
Long hours	5	4	6
Lack of input, independence, freedom	5	5	5
Workload	4	3	4
Lack of supplies, materials	3	3	3
Inadequate time for planning	1	1	2
All other working conditions	21	19	23
Student-Related (net total)	**31**	**32**	**31**
Lack of discipline by students	21	19	23
Lack of motivation by students	11	13	10
General attitudes of students	3	2	4
Changes in lifestyles	—	—	—
All other student-related	2	2	2
Administration-Related (net total)	**25**	**24**	**25**
Lack of administrative support	14	11	15
Dissatisfaction with administration	8	10	7
Incompetent administration	3	3	3
All other administration-related	1	1	2

Table 16 *(Continued)* *What Makes Teachers Think About Leaving*

Q.CT-12

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING		
	Total	Men	Women
Base	985	387	598
	%	%	%
Lack of Respect (net total)	**25**	**22**	**27**
Society's attitude toward teaching	7	5	8
Lack of respect from students	6	5	7
Lack of respect in community	5	4	6
Low status, prestige	4	6	3
Lack of respect in general	4	4	4
Lack of respect from parents	3	3	2
Not considered a professional	3	3	2
All other lack of respect-related	—	—	—
Emotional Aspects (net total)	**22**	**20**	**23**
Routine, boredom	13	10	14
Stress	8	7	9
Frustration	5	5	5
Lack of fulfillment	4	5	4
Burnout	4	3	5
All other emotional-related	1	1	1
Parent and Community-Related (net total)	**21**	**16**	**24**
Lack of parent support	18	12	22
Lack of community support	2	3	2
All other parent- and community-related	2	1	2
Miscellaneous			
Opportunity to do something else	7	6	7
No chance of advancement	5	6	5
Lack of school funds, budget	3	2	4
Teacher testing	2	1	3
New laws, reforms	2	2	3
Better benefits elsewhere	1	2	1
Dissatisfaction with colleagues	1	1	2
All other reasons mentioned	6	4	7

*Less than 0.5%.

Note: Figures add to more than 100% because teachers were free to offer more than one reason in answer to the open-ended question. "Net" figures show the total giving at least one answer within a major grouping of answers.

CHAPTER 7:

Teachers and Job Stress

Teaching is a stressful occupation. Thirty-six percent of current teachers report that they experience great stress several days a week or more as part of their teaching job (Table 17). By comparison, a recent Harris survey for *Prevention* magazine showed that among American adults as a whole, only 27% experience great stress that often.

The degree to which teachers experience stress has an impact on considerations of staying in teaching or leaving the profession (Table 18). Teachers who report great stress several times a week or more as part of their job are 24 percentage points more likely to have seriously considered leaving than are those teachers who experience great stress once a week or less. And they are 14 percentage points more likely to think they might leave in the next five years.

The experience of stress is very widely shared by all categories of the teachers examined in this study (Tables 19 and 20). No category of teacher stands out as being much more highly stressed than others. Rather, there are highly stressed individuals within all categories of teachers.

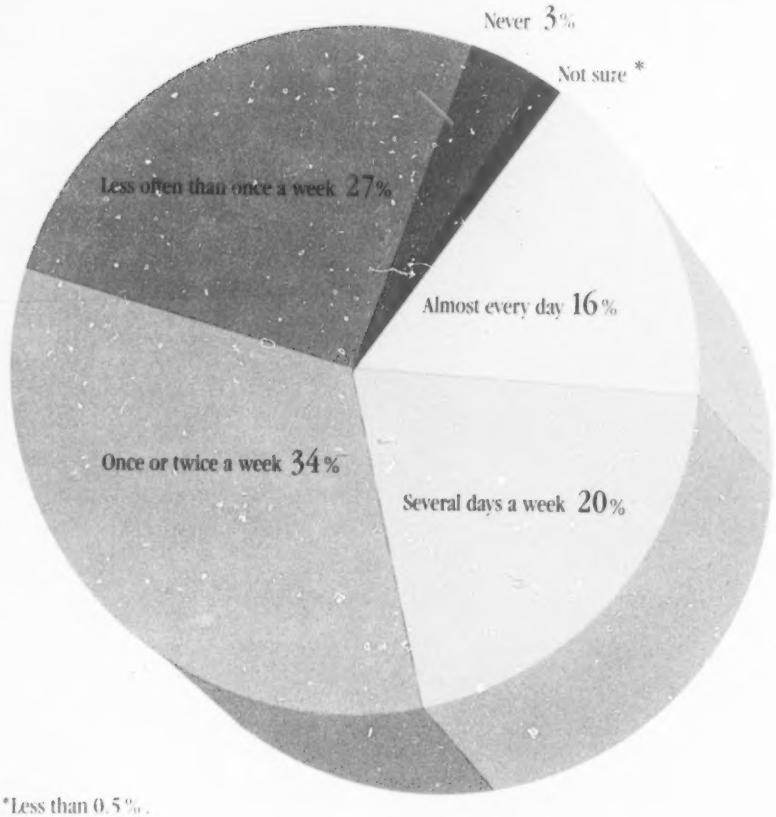
Teachers who experience stress almost every day report spending a few more weekly hours than teachers who seldom experience stress, on all school-related responsibilities and on paperwork not directly related to teaching students. Teachers who experience stress at least several days a week spend an average of 52 hours on school-related responsibilities—3 hours more than teachers who seldom experience stress. Those who experience frequent stress also spend 4 hours more each week on paperwork not related to teaching students (Table 22).

Table 17 *Teachers and Job Stress*

Q.CT-FIc

QUESTION: Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?

Total Teachers
1846



*Less than 0.5%.

Table 18

Q.CT-II.16

Teachers Who Think About Leaving Teaching, by Frequency of Job Stress

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		FREQUENCY OF FEELING UNDER GREAT JOB STRESS		
	Total Teachers	Several Times a Week or More	Once or Twice a Week	Less Than Once a Week or Never
Base	1846	700	618	526
	%	%	%	%
Ever Seriously Considered Leaving				
Yes, considered	51	63	49	39
No, not considered	49	37	51	61
Not sure	*	*	*	—
Likely to Leave Within Next 5 Years				
Very likely	12	16	11	9
Fairly likely	14	18	13	11
Not too likely	26	28	26	25
Not at all likely	47	38	49	55
Not sure	*	*	*	*

*Less than 0.5%.

Table 19

Q CT-Flc

Teachers and Job Stress, by Type of School, and by Experience

QUESTION: **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

		TYPE OF SCHOOL			EXPERIENCE		
	Total Teachers	Elementary School	Junior High School	High School	Less Than 10 Years	10 to 19 Years	20 Years or More
Base	1846 %	1124 %	407 %	453 %	340 %	894 %	610 %
Almost every day	16	15	15	16	14	14	19
Several days a week	20	20	24	18	17	24	18
Once or twice a week	34	34	30	36	34	36	30
Less often than once a week	27	28	29	28	32	24	30
Never	3	2	3	2	2	2	4
Not sure	*	*	—	*	—	—	*

Table 20

Q CT-Flc

Teachers and Job Stress, by Region and by Size of Place

QUESTION: **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

		REGION				SIZE OF PLACE				
	Total Teachers	East	Mid-west	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846 %	676 %	254 %	325 %	591 %	264 %	231 %	528 %	478 %	340 %
Almost every day	16	17	15	18	13	17	15	17	15	16
Several days a week	20	19	22	21	20	22	24	20	18	21
Once or twice a week	34	36	30	35	35	36	39	35	36	27
Less often than once a week	27	26	31	24	29	21	18	25	29	34
Never	3	3	3	2	3	4	3	2	3	2
Not sure	*	—	—	—	*	—	—	*	—	—

*Less than 0.5%.

Table 21

Q CT-Flc

Teachers and Job Stress, by Seriousness of a Top Problem in Their School

QUESTION: Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?

		ELEMENTARY TEACHERS SAYING THAT OVERCROWDED CLASSES IS			SECONDARY TEACHERS SAYING THAT THE NUMBER OF STUDENTS LACKING BASIC SKILLS IS		
	Total Teachers	Very Serious Problem	Somewhat Serious Problem	Not Very, Not at All Serious Problem	Very Serious Problem	Somewhat Serious Problem	Not Very, Not at All Serious Problem
Base	1846	253	350	520	276	390	153
	%	%	%	%	%	%	%
Almost every day	16	23	16	12	21	12	17
Several days a week	20	18	20	20	21	22	18
Once or twice a week	34	36	35	33	30	35	29
Less often than once a week	27	21	26	32	26	28	33
Never	3	1	3	3	2	3	2
Not sure	*	—	*	—	*	—	—

*Less than 0.5%.

Table 22 *Teachers' Workload and Job Stress*

Q.CT-Fla.Flb

QUESTION: In an average week, how many hours do you spend, in total, on school-related responsibilities—including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?

QUESTION: Of the total hours you spend in an average week on school-related responsibilities, how many hours would you say are on paperwork, administration, and other tasks *not* directly related to teaching students in your classes?

		FREQUENCY OF JOB STRESS		
	Total Teachers	Several Times a Week	Once or Twice a Week	Less Than Once a Week
Base	1846	700	618	526
Total School-Related Work Hours Per Week				
Mean hours:	51 hours	52	51	49
Paperwork Hours				
Mean hours:	13 hours	15	13	11
Paperwork as Percentage of Total				
Mean %:	24%	27%	24%	21%

CHAPTER 8:

Teachers Rate Aspects of Their Teaching Environment

A good teaching environment is essential for teachers to do their job successfully. Teachers have no trouble distinguishing those aspects of their teaching environment which they consider better-than-adequate from those which they find less-than-adequate (Table 23). And teachers' feelings about the adequacy of that environment have a clear impact on considerations of staying in teaching or leaving the profession (Table 24).

Aspects judged most adequate tend to be traditional and basic in any school: textbooks, library materials, and administrative support. Aspects judged least adequate tend to be somewhat specialized or less traditional: language labs, science labs, and teachers' aides and assistants.

Table 24 shows a composite rating of the ten aspects of the teaching environment studied in this survey. The composite measure of adequacy takes into account all ten aspects at the same time, and discounts any that do not apply to a particular teacher. Those who, on balance, rate their environment least adequate are 23 percentage points more likely to say that they have seriously considered leaving the profession. And they are 14 percentage points more likely to think they will leave in the next five years. One way that the teaching environment impacts on the likelihood of leaving is via increasing stress. Teachers with the least adequate environment report great stress somewhat more frequently.

Some areas of the country are more likely than others to enjoy a favorable teaching environment (Tables 25 and 26). Teachers in suburban schools are likely to report a more adequate environment, while teachers in inner city schools are likely to report a less adequate environment. Teachers in the West report a somewhat less adequate teaching environment than do those in other regions of the country. However, teachers in the 17 states with the highest per pupil expenditures on education are not very different in their judgments from those teachers in the lower spending states. But, on a more local level, teachers in school districts that have above average wealth within their state are significantly more likely to judge favorably the teaching environment available there.

Teachers' Responsibilities Versus Others' Responsibility

In dealing with other professionals within the educational system, teachers reserve no educational function entirely to themselves. Nor do they delegate any educational function entirely to other professionals. Rather they see almost every educational function as a joint responsibility of teachers and of others within the school system (Table 27).

The tasks that teachers most strongly reserve to themselves are pedagogical ones: instructing students and selecting textbooks. But even in this critical area, large numbers of teachers believe there should be a joint sharing of responsibility with others within the school system.

Tasks in which teachers most strongly want to involve others include counseling students on health and counseling students on careers. But here, too, they see a joint sharing of responsibility, not a delegation of responsibility.

OBSERVATION: American teachers are not rigid, defensive, or exclusionary as they view their professional turf. Rather, their commitment to better education for students makes them willing to share responsibilities with other professionals inside the school system. Such a set of attitudes represents a favorable foundation for the success of many of the policy changes and reforms examined in this study.

Table 23

Q CT-1

Teachers Rate Aspects of Their Teaching Environment

QUESTION: **First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.**

Base: 1846		Better Than Adequate	Adequate	Less Than Adequate	Not Applicable (Volunteered)	Not Sure
Textbooks and instructional material	%	35	55	10	*	*
Administrative support	%	36	45	18	--	*
Library materials	%	32	49	19	*	*
Computer hardware and software	%	29	38	29	2	2
People responsible for discipline	%	22	53	25	1	*
People responsible for truancy	%	14	48	33	4	1
Guidance counselors	%	15	38	38	9	1
Teacher's aides and assistants	%	18	34	43	5	*
Laboratories for language	%	7	35	40	15	2
Laboratories for science	%	7	30	48	13	2

*Less than 0.5%.

Table 24

Q CT-11,16

Teachers Think About Leaving Teaching, by Adequacy of the Teaching Environment

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		ADEQUACY OF THE TEACHING ENVIRONMENT		
	Total Teachers	Most Adequate	Mixed Level	Least Adequate
Base	1846	368	731	747
	%	%	%	%
Ever Seriously Considered Leaving				
Yes, considered	51	39	48	62
No, not considered	49	61	52	38
Not sure	*	*	*	*
Likely to Leave Within Next 5 Years				
Very likely	12	10	11	15
Fairly likely	14	9	13	18
Not too likely	26	25	27	26
Not at all likely	47	55	48	40
Not sure	*	1	*	*

*Less than 0.5%.

Note: Reported adequacy is based on the combined responses to the 10 items in Q.1.

Table 25

Q.CT-1

Teachers Rate Adequacy of the Teaching Environment, by Type of School, and by Size of Place

		TYPE OF SCHOOL			SIZE OF PLACE				
	Total Teachers	Elementary	Junior High	High School	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846 %	1124 %	407 %	453 %	264 %	231 %	528 %	478 %	340 %
Reporting the **most adequate** teaching environment	21	23	21	19	19	19	31	19	16
Reporting **medium or mixed** teaching environment	40	40	42	39	31	36	42	42	41
Reporting the **least adequate** teaching environment	39	37	37	42	50	45	28	38	43

Note: Reported adequacy is based on the combined responses to the 10 items in Q.1.

Table 26

Q.CT-1

Teachers Rate Adequacy of the Teaching Environment, by Region, by State Spending, by Wealth of District

		REGION				STATE SPENDING PER ADA PUPIL		WEALTH OF SCHOOL DISTRICT WITHIN STATE		
	Total Teachers	East	Mid-west	South	West	Top 17 States	Rest of States	Above Average	Average	Below Average
Base	1846 %	676 %	254 %	325 %	591 %	761 %	1085 %	381 %	736 %	702 %
Reporting the **most adequate** teaching environment	21	23	24	22	14	24	20	35	23	11
Reporting **medium or mixed** teaching environment	40	39	44	38	39	39	41	39	43	37
Reporting the **least adequate** teaching environment	39	38	32	40	47	37	39	26	34	52

Note: Reported adequacy is based on the combined responses to the 10 items in Q.1.

The highest 17 states as of June 1984 in spending per pupil (average daily attendance) include: Alaska, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Maryland, Massachusetts, Minnesota, Montana, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Wisconsin, Wyoming

Table 27

Q.CT-4

Teachers Fix Locus of Responsibility in the Schools

QUESTION: I would like you to evaluate various tasks that are performed in most schools, and to tell us which you think should be solely the responsibility of *teachers*, which should be solely the responsibility of *other people*, and which should be the *joint* responsibility of both teachers and other people.

Base: 1846		**Solely the Responsibility of Teachers**	**The Joint Responsibility of Both Teachers and Other People**	**Solely the Responsibility of Other People**	**Not Sure**
Instructing students	%	59	41	*	*
Selecting textbooks	%	46	54	*	*
Training new and less experienced teachers	%	27	67	5	*
Developing the curriculum	%	21	78	1	*
Disciplining students	%	9	89	2	*
Counseling students on health	%	7	84	9	*
Counseling students on careers	%	3	82	14	1

*Less than 0.5%.

CHAPTER 9:

What Makes Teachers Stay

Teaching Compared to Other Occupations

When teachers compare the teaching profession versus other occupations, they are in clear agreement about the principal aspects in which teaching excels in comparison with other professions. They rank job security, vacation benefits, personal satisfaction, and the caliber of the colleagues one works with as the top aspects on which teaching is better than other occupations. (See the top portion of Table 28.) These represent enduring advantages that the teaching profession enjoys as people calculate pluses and minuses of being a teacher.

Majorities of teachers also are in agreement about the aspects in which teaching compares most unfavorably to other professions. These include salary, professional prestige, control over one's own work, and the equipment one has to work with. (See the bottom portion of Table 28.) These represent powerful liabilities as people contemplate career decisions involving teaching.

Reasons Teachers Cite for Staying

The satisfaction of teaching is the chief reason for staying in the profession, given by 74% of current teachers who have considered leaving (Table 29). In explaining what they mean, they cite examples of job satisfaction such as their relationship with students (40%), the satisfaction in seeing students' progress (23%), and their own sheer love of teaching (27%).

Forty-three percent cite as reasons for staying such tangible job benefits as job security, having summers off, and the good hours. These tangible factors are all traditional advantages that the teaching profession has in its favor as people make career decisions, but it is clear that the intrinsic satisfaction of teaching itself is the paramount consideration for those who remain in teaching.

A few teachers cite less positive reasons for staying. Twelve percent of those who have considered leaving say that lack of other job opportunities is their main reason for staying. And nine percent say that their age and their many years invested in teaching make it too late to start any new career.

The Satisfactions of Teaching as a Career

It is important to the future of the teaching profession that a large majority of all current teachers say that they do find satisfaction in teaching as a career (Table 30). Forty-four percent say they are very satisfied, and another 35% say they are somewhat satisfied with teaching as a career.

Just 21% say that they are somewhat or very dissatisfied. But that is no reason to be complacent. This level of dissatisfaction could lead to an ongoing attrition that will sap the strength of the profession and carry away some of its best elements.

Teachers' feelings of satisfaction or dissatisfaction with their careers have an overwhelming impact on considerations of staying in teaching or leaving the profession (Table 31). Those who are dissatisfied are 57 percentage points more likely to have considered leaving than are those who are very satisfied. And they are 43 percentage points more likely to think they might leave within the next five years.

Some categories of teachers tend to be more satisfied or dissatisfied than others (Tables 32, 33, and 34). Satisfaction with teaching as a career

tends to run higher in the elementary schools and lower in secondary schools. Satisfaction is higher among women teachers and lower among men teachers. It is higher among those who do not experience frequent stress and lower among those who do. Satisfaction is higher among teachers who enjoy the most adequate teaching environment; it is lower among those who face the least adequate environment. But all regions of the country have their quota of currently satisfied and currently dissatisfied teachers.

OBSERVATION: It is crucial that an overwhelming majority of all current teachers continue to find personal satisfaction in teaching as a career. This must be recognized as a powerful inducement that keeps them committed to the profession. By itself it is not a sufficient inducement, but it is an absolutely necessary one.

Table 28

Q CT-15

Teachers Compare Teaching Versus Other Occupations

Base: 714 current teachers who seriously considered leaving for some specific new occupation

QUESTION: We'd like you to rate some of the aspects of teaching *compared* to (OCCUPATION MENTIONED IN Q.14). From what you know, is/are the (READ EACH ITEM) better in teaching or better in (OCCUPATION MENTIONED IN Q.14)?

		Better in Teaching	Better in Other Occupation	Same, No Difference (Volunteered)	Not Sure
Aspects in Which Teaching Is Rated Better or Equal					
Job security	%	69	19	9	3
Vacation benefits	%	68	24	5	3
Personal satisfaction	%	65	23	8	4
Caliber of the colleagues you work with	%	50	26	20	4
Intellectual challenge	%	47	38	13	2
Retirement benefits	%	44	38	8	11
Health insurance benefits	%	40	35	17	9
Aspects in Which Other Occupations Are Rated Better					
Total number of hours worked each week	%	33	47	16	3
Your control over your own work	%	31	57	9	3
Equipment you have to work with	%	17	68	11	5
Professional prestige	%	18	74	6	3
Salary	%	12	81	5	3

Table 29

Q.CT-13

What Makes Teachers Stay In Teaching

Base: 985 current teachers who seriously considered leaving

QUESTION: What were the main things that made you decide to *stay* in teaching? Anything else?

	Current Teachers Who Seriously Considered Leaving
	985
	%
Job Satisfaction (net total)	**74**
Relationship with students	40
Love to teach	27
Satisfaction in seeing students grow, progress	23
Job fulfillment	12
Feel capable as teacher	6
Relationship with colleagues	6
Like to give, help	5
It's my career/what I was trained for	4
It's a challenge	3
All other satisfaction-related	1
Job Benefits (net total)	**42**
Summers off, good vacation	19
Good hours	9
Job security	7
Improved working conditions recently	7
Retirement benefits	5
The money, the income	5
Received increase in salary recently	2
All other benefits-related	5
Lack of Other Opportunities (net total)	**12**
Lack of other options, training	10
Few job opportunities in my area	2

(continued)

	Current Teachers Who Seriously Considered Leaving
	985
	%
My Age/My Years Invested (net total)	**9**
Many years invested	7
Too old to start new career	3
Miscellaneous	
Family responsibilities	4
It is close to home	1
All other reasons mentioned	10

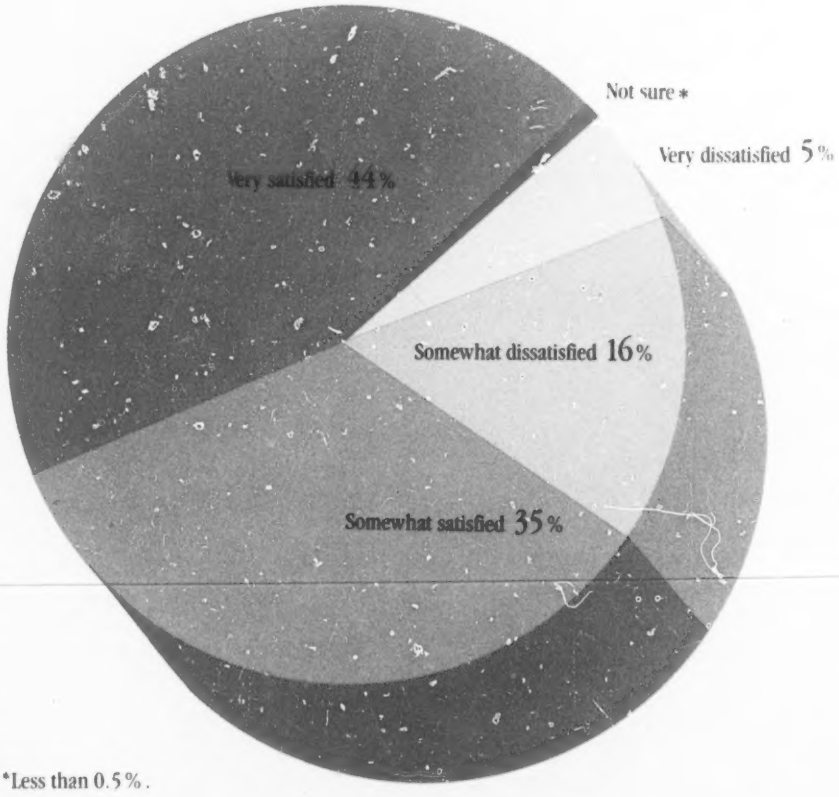
Note: Figures add to more than 100% because teachers were free to offer more than one reason in answer to the open-ended question. "Net" figures show the total giving at least one answer within a major grouping of answers.

Table 30 *Teachers' Satisfaction with Teaching as Career*

Q.CT-2a

QUESTION: All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Total Teachers
1846



*Less than 0.5%.

Table 31

Q.CT-II.16

Teachers Who Think About Leaving Teaching, by Degree of Career Satisfaction

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

	Total Teachers	SATISFACTION WITH TEACHING AS A CAREER		
		Very Satisfied	Somewhat Satisfied	Dissatisfied
Base	1846	785	652	433
	%	%	%	%
Ever Seriously Considered Leaving				
Yes, considered	51	29	59	86
No, not considered	49	71	40	14
Not sure	*	*	*	*
Likely to Leave Within Next 5 Years				
Very likely	12	7	10	28
Fairly likely	14	6	17	28
Not too likely	26	20	35	27
Not at all likely	47	67	38	18
Not sure	*	1	*	*

Table 32

Q CF-2a

Teachers' Satisfaction with Teaching As Career, by Region and by Size of Place

QUESTION: **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, or very dissatisfied?**

		REGION				SIZE OF PLACE				
	Total Teachers	East	Mid-west	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846	676	254	325	591	264	231	528	478	340
	%	%	%	%	%	%	%	%	%	%
Very satisfied	44	42	53	37	46	40	36	45	46	45
Somewhat satisfied	35	37	34	36	33	30	35	35	36	37
Somewhat dissatisfied	16	16	10	20	18	19	23	16	14	13
Very dissatisfied	5	5	3	6	3	11	6	3	4	4
Not sure	*	—	*	*	*	1	—	—	*	*

Table 33

Q CF-2a

Teachers' Satisfaction with Teaching as Career, by Type of School, by Sex, and by Job Stress

QUESTION: **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

		TYPE OF SCHOOL			SEX		FREQUENCY OF FEELING UNDER GREAT JOB STRESS		
	Total Teachers	Elementary School	Junior High School	High School	Male	Female	Several Times a Week or More	Once or Twice a Week	Less Than Once a Week or Never
Base	1846	1124	407	453	591	1255	700	618	526
	%	%	%	%	%	%	%	%	%
Very satisfied	44	49	37	37	34	48	33	41	61
Somewhat satisfied	35	32	39	39	40	33	35	40	30
Somewhat dissatisfied	16	14	17	19	18	15	24	16	6
Very dissatisfied	5	3	7	6	8	3	9	2	3
Not sure	*	*	—	*	—	*	—	*	*

*Less than 0.5%.

Table 34

Q.CT-2a

Teachers' Satisfaction with Teaching as Career, by Adequacy of the Teaching Environment, by District Wealth, and by State Spending

QUESTION: All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

		ADEQUACY OF TEACHING ENVIRONMENT			WEALTH OF SCHOOL DISTRICT WITHIN THE STATE			STATE SPENDING PER ADA PUPIL	
	Total Teachers	Most Adequate	Mixed Level	Least Adequate	Above Average	Average	Below Average	Top 17 States	Rest of States
Base	1846	368	731	747	381	736	702	761	1085
	%	%	%	%	%	%	%	%	%
Very satisfied	44	68	46	29	48	47	38	46	43
Somewhat satisfied	35	25	38	38	32	34	39	36	35
Somewhat dissatisfied	16	6	14	24	18	15	16	13	17
Very dissatisfied	5	1	3	9	3	4	7	4	5
Not sure	*	*	1	—	—	1	—	—	*

*Less than 0.5%.

CHAPTER 10:

Where Teachers Think About Going

Occupations That Attract Current Teachers

When current teachers seriously contemplate leaving the profession, they are attracted by a broad range of different occupations (Table 35). These include: executive, managerial, and administrative posts (15%); various kinds of professional specialities in the arts, the sciences, and the helping professions (37%); technical occupations such as in the fields of science and computers (11%); various sales occupations from insurance to real estate to store ownership (24%), as well as others. Table 35 presents full details, based on those teachers who have seriously considered going into some specific new occupation.

Men and women favor somewhat different categories of occupations. Female teachers who have considered leaving are more likely than men to have been attracted by professional specialties. Male teachers who have considered leaving are more likely than women to have been attracted by sales occupations.

Quite understandably, given their college training, nearly all of the occupations that attract teachers are of the white-collar variety. Only 6% mention service, agricultural, craft or laboring occupations.

Table 35

Q.CT-14

The Other Occupations That Attract Teachers

Base: 782 current teachers who seriously consider leaving for some specific new occupation

QUESTION: The most recent time you considered going into a different occupation, what occupation was that?

QUESTION: What occupation are you currently in?

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING FOR SOME SPECIFIC NEW OCCUPATION		
	Total	Men	Women
Base	782	338	444
	%	%	%
Executive, Managerial, Administrative (total)	**15**	**16**	**15**
Personnel, labor relations	3	2	5
Education-related administration	1	1	1
Manager, administrator	5	8	3
Accountant, auditor	1	*	2
All other executive, managerial	4	5	4
Professional Specialties (total)	**37**	**27**	**44**
Engineer	2	4	1
Mathematician and computer scientist	2	2	2
Natural scientist	2	3	1
Health occupation	4	3	5
Teaching at some other level	2	*	4
Counselor	6	2	8
Librarian	1	*	1
Psychologist, social scientist	2	1	3
Social worker, recreation worker, religious worker	2	*	3
Lawyer	2	1	3
Author	1	*	2
Designer	1	*	2
Painter, artist, sculptor	2	2	1
Performer, performing artist	2	1	2
Editor, reporter	2	2	2
Public relations	2	1	3
All other professions	3	4	2

Table 35

Q.CT-H

The Other Occupations That Attract Teachers

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING FOR SOME SPECIFIC NEW OCCUPATION		
	Total	Men	Women
Base	782	338	444
	%	%	%
Technical Occupations (total)	**11**	**12**	**10**
Science technician	1	2	1
Computer programmer	7	3	1
All other technical	2	3	1
Sales Occupations (total)	**24**	**29**	**20**
Sales supervisor or owner	4	3	5
Insurance	2	5	1
Real estate	6	5	6
Securities	1	1	1
Commodities	2	2	2
Business in general	2	2	2
All other sales occupations	6	10	2
Administrative Support and Clerical (total)	7	6	9
Ticket or reservation agent	1	1	2
Mail clerk, postal clerk	2	2	1
Secretary	1	—	2
All other support positions	3	3	3
Service Occupations	**1**	**1**	**1**
Farming, Forestry, Fishing	**2**	**4**	**1**
Precision Production, Craft, Repair	**2**	**4**	**1**
Operator, Fabricator, Laborer	**1**	**1**	**1**

*Less than 0.5%.

APPENDIX A:

SURVEY METHODOLOGY

The 1985 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company from April 25 through June 8, 1985. A total of 1,846 telephone interviews were conducted with current public school teachers in kindergarten through grade 12 throughout all fifty states of the U.S. and the District of Columbia.

A parallel survey of 500 former teachers, who left the profession to work in a new occupation within the past five years, was also conducted. Its results will be issued in a separate report.

Sample Selection of Teachers

Louis Harris and Associates drew a random sample of current teachers from a list of 1.2 million teachers (compiled by Market Data Retrieval of Westport, Connecticut). Sample sizes for completed interviews were set for each state, based on the proportion of elementary and secondary public school classroom teachers in each state. The state sample sizes were set in line with statistics published by the U.S. National Center for Education Statistics.

Table A-1
Distribution Of The Sample

Base	TOTAL TEACHERS Unweighted 1846	TOTAL TEACHERS Weighted 1846	TYPE OF SCHOOL Elementary 1124	TYPE OF SCHOOL Jr. High School 407	TYPE OF SCHOOL High School 453
	#	%	%	%	%
Type of School					
Elementary (K–6)	1124	56	90	18	4
Secondary (7–12)	820	44	10	82	96
Size of Place					
Inner city	264	10	12	8	7
Urban	231	11	10	12	9
Suburban	528	24	23	20	27
Small town	478	32	30	34	33
Rural	340	23	24	25	24
Region					
East	676	25	23	26	26
Midwest	254	25	26	24	26
South	325	33	34	29	30
West	591	17	17	20	18
Sex					
Male	591	29	13	44	54
Female	1255	71	87	56	46
Age					
18 to 29 years	130	9	11	11	8
30 to 34 years	249	17	18	17	15
35 to 39 years	406	22	21	26	20
40 to 49 years	571	29	27	27	35
50 to 64 years	476	23	24	18	21
65 or over	14	1	1	1	*
Educational Training					
Two-year college graduate or less	2	*	*	–	–
Four-year college graduate	212	17	19	14	13
Some graduate credits	572	30	31	32	27
Master's completed	502	28	30	27	25
Credits beyond master's	538	24	20	25	34
Ph.D. completed	20	1	*	2	2

Table A-1 *(Continued)*
Distribution Of The Sample

Base	Total Teachers		Type of School		
	Unweighted 1846	Weighted 1846	Elementary 1124	Jr. High School 407	High School 453
	#	%	%	%	%
Experience in Teaching					
Less than 5 years	88	6	6	7	7
5 to 9 years	252	16	17	16	12
10 to 14 years	431	26	27	29	24
15 to 19 years	463	23	23	23	22
20 to 24 years	319	14	13	16	15
25 to 29 years	173	9	7	8	12
30 or more years	118	6	5	2	7
Income From Teaching Job					
$15,000 or less	114	9	9	11	7
$15,001 to $20,000	404	33	37	30	26
$20,001 to $30,000	890	46	43	47	52
$30,001 to $40,000	392	11	10	10	13
$40,000 or over	39	1	*	1	2
Total Household Income					
$15,000 or less	28	2	2	3	1
$15,001 to $20,000	113	8	9	9	8
$20,001 to $30,000	419	26	24	29	28
$30,001 to $40,000	486	26	26	26	25
$40,001 to $50,000	316	17	17	17	18
$50,001 or over	450	19	20	15	18
Total School-Related Work Hours Per Week					
Mean hours.	1846	51	50	51	53
AFT or NEA Membership					
Yes, member	1582	82	84	81	78
No, not a member	264	18	16	19	22
Second Job During School Year					
Held second job	394	21	14	30	30
Did not hold	1452	79	86	71	70

Interviewing Procedures

Each selected current teacher was contacted at his or her school by a representative of Louis Harris and Associates and requested to participate in the survey. When we could not reach a teacher directly, we left a message (including a toll-free number) to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

Questionnaire Development

First drafts of the questionnaires were pretested among a sample of 15 teachers. The lessons learned during this testing process provided important refinements to the survey questionnaire.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributors. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing of the Data

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables showing the results for each survey question, both by the total number of respondents interviewed and by important subgroupings.

Weighting of the Data

Oversamples were conducted in New York and California sufficient to achieve sample sizes of 500 in each of those two states. Results for New York and California will be issued in separate reports. For purposes of nationwide analysis in the present report, New York teachers and California teachers have been weighted to their proper proportion of all United States teachers.

Sample Disposition and Completion Rates

The sample disposition for this survey is shown in Table A-2. A total of 4,822 contacts were made to yield 1,846 completed interviews with current teachers.

Of all the teachers who were contacted at their schools or with whom a message was left, 47% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at this figure by comparing the number of teachers that we were able to reach with the complete list of current teachers at their schools. We call this the contact success rate.

Of the current teachers who were contacted by Louis Harris and Associates and who passed the screen, 89% completed an interview. We calculate this interview completion rate by dividing the number of completed interviews by the sum of (1) the number of completed interviews, (2) the number of interviews refusals, (3) the number of interviews terminated within the course of the interview, (4) the number of respondents who were left to call back at the time the survey was completed, and (5) the number who were unavailable for the duration of the field period.

With reference to Table A-2, the contact success rate and the interview completion rate have been calculated according to the following formulas:

$$\text{Contact Success Rate} = \frac{A + E + F + H + I + J + K}{A + E + F + G + H + I + J + K} = \frac{2105}{4475} = 47\%$$

$$\text{Interview Completion Rate} = \frac{A}{A + E + H + J + K} = \frac{1846}{2083} = 89\%$$

The disposition of all contacts is provided in Table A-2 so that interested individuals may make their own calculations of response rate.

Table A-2
FINAL SAMPLE DISPOSITION

A. Completed interviews	1846
B. Nonworking number, wrong number, no new number	61
C. No longer at school, retired, deceased, on leave	241
D. No answer or busy (after three callbacks)	45
E. Refused interview	28
F. Noneligible respondent (screened out)	22
G. Never returned call after message left at school	2370
H. To call back (study completed before callback was needed)	145
I. Language barrier	0
J. Terminated within interview	0
K. Not available during duration of field period	64
Total number of contacts	4,822

Reliability of Survey Percentages

It is important to bear in mind that the results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the possible sample variation that applies to percentage results for this survey. The chances are 95 in 100 that a survey result does not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if interviews had been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 1,000 is 30%, then in 95 cases out of 100 the response in the total population would be between 27% and 33%. Note that survey results based on subgroups of small size can be subject to large sampling error.

Table A-3

Approximate Sampling Tolerances (at 95% confidence) To Use In Evaluating Percentage Results Appearing In This Report

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances are also involved in the comparison of results from different parts of a sample (subgroup analysis). Table 4-A shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence level.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is significant.

Table A-4

Approximate Sampling Tolerances (at 95% confidence) To Use In Evaluating Differences Between Two Percentage Results Appearing In This Report

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

These errors account for sampling error only. Survey research is also susceptible to other errors, such as in data handling and in interviewer recording. The procedures followed by Louis Harris and Associates, however, keep errors of these kinds to a minimum.

APPENDIX B:

THE QUESTIONNAIRE WITH MARGINAL FREQUENCIES

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY:

Questionnaire No. _____
5 - 6 - 7 - 8

Study No. 854002 (Current Teachers)

April 1985

Sample Point No.: | | | | | | | | | | |
10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18

Interviewer: _____ Date: _____

Area Code: _____ Telephone No.: _____

- - - -

1. **First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.**

ROTATE—START AT "X"	Better Than Adequate	Adequate	Less Than Adequate	Not Applicable (Vol.)	Not Sure
( ) a. Laboratories for science	(20(7 -1	30 -2	48 -3	13 -4	2 -5
( ) b. Laboratories for language	(21(7 -1	35 -2	40 -3	15 -4	2 -5
( ) c. Textbooks and instructional material	(22(35 -1	55 -2	10 -3	* -4	* -5
( ) d. Guidance counselors	(23(15 -1	38 -2	38 -3	9 -4	1 -5
( ) e. People responsible for discipline	(24(22 -1	53 -2	25 -3	1 -4	* -5
( ) f. People responsible for truancy	(25(14 -1	48 -2	33 -3	4 -4	1 -5
( ) g. Administrative support	(26(36 -1	45 -2	18 -3	— -4	* -5
( ) h. Computer hardware and software	(27(29 -1	38 -2	29 -3	2 -4	2 -5
( ) i. Library materials	(28(32 -1	49 -2	19 -3	* -4	* -5
( ) j. Teacher's aides and assistants	(29(18 -1	34 -2	43 -3	5 -4	* -5

2a. **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Very satisfied	(30(44 -1	79
Somewhat satisfied	35 -2	
Somewhat dissatisfied	16 -3	21
Very dissatisfied	5 -4	
Not sure	* -5	

2b. **Do you teach in an elementary school, a junior high school, or a high school?**

MULTIPLE RECORD

Elementary school (Grades K–6)	(31(61 -1	56	
Junior high school (Grades 7–9)	23 -2	44	
High school (Grades 9–12 or 10–12)	24 -3		
Not sure	— -5		
	108%	100%	

3. **Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach. READ EACH ITEM.**

ROTATE—START AT "X"	Very Serious	Somewhat Serious	Not Very Serious	Not at All Serious	Not Appli-cable	Not Sure
IF TEACHER OF GRADES K-6, ASK:						
( ) a. Overcrowded classes ..... (32(	18 -1	31 -2	29 -3	21 -4	* -5	— -6
( ) b. Inadequate programs for remedial students ..... (33(	8 -1	29 -2	35 -3	27 -4	* -5	* -6
( ) c. Inadequate programs for the handicapped ..... (34(	8 -1	19 -2	30 -3	33 -4	9 -5	* -6
( ) d. Inadequate programs for the gifted and talented ..... (35(	17 -1	28 -2	27 -3	25 -4	2 -5	* -6
( ) e. Inadequate programs for bilingual education ..... (36(	13 -1	16 -2	23 -3	26 -4	22 -5	1 -6
( ) f. Absenteeism ..... (37(	6 -1	22 -2	41 -3	30 -4	* -5	* -6
IF TEACHER OF GRADES 7-12, ASK:						
( ) g. The number of dropouts ..... (38(	13 -1	27 -2	34 -3	22 -4	3 -5	1 -6
( ) h. The number of teenage pregnancies ..... (39(	19 -1	30 -2	29 -3	20 -4	2 -5	1 -6
( ) i. The amount of drinking by students ..... (40(	27 -1	39 -2	20 -3	13 -4	1 -5	2 -6
( ) j. The number of students using drugs ..... (41(	14 -1	44 -2	29 -3	11 -4	1 -5	1 -6
( ) k. The number of teenage suicides ..... (42(	4 -1	13 -2	33 -3	45 -4	3 -5	1 -6
( ) l. The number of students who lack basic skills ..... (43(	30 -1	50 -2	16 -3	4 -4	— -5	* -6

4. **I would like you to evaluate various tasks that are performed in most schools, and to tell us which you think should be solely the responsibility of *teachers*, which should be solely the responsibility of *other people*, and which should be the *joint* responsibility of both teachers and other people. How about (READ EACH ITEM)?**

ROTATE—START AT "X"	Solely the Responsibility of Teachers	Solely the Responsibility of Other People	The Joint Responsibility of Both Teachers and Other People	Not Sure
( ) a. Disciplining students	(44(9 -1	2 -2	89 -3	* -4
( ) b. Counseling students on careers	(45(3 -1	14 -2	82 -3	1 -4
( ) c. Counseling students on health	(46(7 -1	9 -2	84 -3	* -4
( ) d. Developing the curriculum	(47(21 -1	1 -2	78 -3	* -4
( ) e. Selecting textbooks	(48(46 -1	* -2	54 -3	* -4
( ) f. Instructing students	(49(59 -1	* -2	41 -3	* -4
( ) g. Training new and less experienced teachers	(50(27 -1	5 -2	67 -3	* -4

5. I will now read some steps that might be taken to encourage good teachers to *remain* in teaching instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in *keeping* good people in teaching. READ EACH STATEMENT.

ROTATE—START AT "X"	Help a Lot	Help a Little	Would Not Help at All	Not Sure
( ) a. Providing a decent salary	(51(94 -1	6 -2	* -3	* -4
( ) b. Providing more independence to organize classes the way teachers think they should be	(52(59 -1	38 -2	2 -3	* -4
( ) c. Providing better tools and supplies teachers need to do their job	(53(69 -1	29 -2	2 -3	* -4
( ) d. Having students who are more strongly motivated to learn	(54(85 -1	13 -2	1 -3	1 -4
( ) e. Providing more respect for teachers in today's society	(55(90 -1	9 -2	1 -3	* -4
( ) f. Reducing the time teachers need to spend on administrative tasks	(56(68 -1	30 -2	2 -3	* -4
( ) g. Reducing the time teachers need to spend on discipline	(57(69 -1	27 -2	3 -3	* -4
( ) h. Reducing any unnecessary rules and requirements that waste teachers' time	(58(72 -1	25 -2	2 -3	* -4
( ) i. Providing a closer match between student needs and teacher capabilities	(59(55 -1	39 -2	5 -3	1 -4
( ) j. Providing a smaller class size	(60(79 -1	20 -2	1 -3	* -4
( ) k. Having more parent involvement with the schools	(61(56 -1	39 -2	5 -3	* -4
( ) l. Providing increased financial support for the school system	(62(84 -1	15 -2	1 -3	* -4

6. I will now mention some reforms that might be adopted to attract good people into teaching. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to attract good teachers.

ROTATE—START AT "X"	Help a Lot	Help a Little	Would Not Help at All	Not Sure
( ) a. Establishing minimum national standards for certifying all new teachers	(63(35 -1	44 -2	21 -3	1 -4
( ) b. Requiring new teachers before certification to pass rigorous examinations comparable to other licensed professionals	(64(34 -1	44 -2	21 -3	1 -4
( ) c. Providing compensation to beginning teachers comparable to other professions that require similar training	(65(79 -1	19 -2	1 -3	1 -4
( ) d. Paying teachers partly according to their **performance on evaluation or tests**, sometimes called "merit pay"	(66(13 -1	36 -2	50 -3	1 -4
( ) e. Paying teachers partly according to the **specific jobs** they hold, such as apprentice teacher or master teacher	(67(34 -1	45 -2	19 -3	2 -4
( ) f. Paying teachers partly according to their **qualifications**, such as education, training, and experience	(68(65 -1	31 -2	4 -3	1 -4
( ) g. Reducing the amount of time teachers spend in non-teaching duties	(69(74 -1	23 -2	3 -3	* -4
( ) h. Providing time for teachers to discuss their needs and problems with other teachers	(70(50 -1	43 -2	7 -3	* -4
( ) i. Offering teachers a 12-month contract with pay and duties for the full year	(71(24 -1	38 -2	36 -3	1 -4
( ) j. Providing advanced study sabbaticals for teachers to enhance their professional development	(72(58 -1	39 -2	2 -3	* -4
( ) k. Allowing school districts to hire talented people who are not certified teachers	(73(12 -1	43 -2	43 -3	2 -4

7. **I will now mention some reforms that might be adopted to produce high quality teachers in the future. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to produce high quality teachers.**

ROTATE—START AT "X"		Help a Lot	Help a Little	Would Not Help at All	Not Sure
( ) a. Upgrading **accreditation standards** for teacher training programs at college	(74(	72 -1	25 -2	3 -3	1 -4
( ) b. Upgrading **admission standards** for students entering teacher training programs at college	(75(	65 -1	29 -2	6 -3	* -4
( ) c. Placing more emphasis on **subject** skills, rather than teaching skills during teacher training	(76(	29 -1	45 -2	25 -3	1 -4
( ) d. Placing more emphasis on **teaching** skills, rather than subject skills during teacher training	(77(	50 -1	36 -2	12 -3	1 -4
( ) e. Requiring all teachers to earn a bacherlor's degree in an academic subject **plus** a Masters degree in education	(78(	28 -1	41 -2	30 -3	* -4
( ) f. Enabling local school officials to recruit new teachers more aggressively at colleges	(79(	36 -1	47 -2	15 -3	1 -4
( ) g. Making the school district responsible for training new teachers after they finish their formal education	(80(	36 -1	40 -2	23 -3	1 -4
( ) h. Requiring new teachers to serve a supervised apprenticeship or internship before being certified	(10(	62 -1	30 -2	8 -3	* -4

8. Here are some reforms that can affect the amount of compensation paid to individual teachers. For each, please tell me whether you personally have benefited from it, or not during the past two years?

ASK EVERYONE

ROTATE—START AT "X"	Personally Benefited From	Not Personally Benefited From	Not Sure
( ) a. Salary increases for all **beginning** teachers	(11(22 -1	78 -2	* -3
( ) b. Across-the-board salary increases for **all** teachers	(12(87 -1	13 -2	* -3
( ) c. A program where teachers' salaries are based partly on plans such as career ladders, job differentiation, merit or performance	(13(19 -1	80 -2	* -3
( ) d. Increased pay for teachers who teach in shortage areas such as science, math, and special education	(14(4 -1	96 -2	* -3

9a. During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?

Yes, enacted ..... (15(63 -1 (ASK Q.9b)
No, not enacted .... 34 -2 } (SKIP TO Q.10)
Not sure ..... 3 -3 }

9b. Have any of these reforms actually been implemented yet in the school district in which you teach?

Yes, implemented ..... (16(	49 -1	% of total	77	% of those saying "yes" in Q.9a
No, not implemented	14 -2		22	
Not sure	1 -3		1	

9c. On the whole, would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *students*?

Positive effect ..... (17(	40 -1	% of those saying "yes" in Q.9a	42	% of those saying "yes" in Q.9b
Negative effect	11 -2		12	
Not much effect	46 -3		44	
Not sure	2 -4		1	
Not applicable (vol.)	1 -5		*	

9d. **Would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *teachers*?**

Positive effect	(18(	34	-1	36	% of those saying "yes" in Q.9b
Negative effect		31	-2	34	
Not much effect		32	-3	28	
Not sure		2	-4	2	
Not applicable (vol.)		1	-5	—	

% of those saying "yes" in Q.9a

9e. **During the consideration of the reforms, were your own views sought in any way?**

Yes, views were sought	(19(	37	-1	% of those saying "yes" in Q.9a
No, views were not sought		63	-2	
Not sure		*	-3	

9f. **Did you, or did any teaching colleague you know, actually participate in the formulation of any reform proposals?**

Yes, participated	(20(	42	-1	% of those saying "yes" in Q.9a
No, did not participate		58	-2	
Not sure		1	-3	

9g. **Overall, do the reforms that were enacted reflect the views of you and your teaching colleagues, or not?**

Do reflect	(21(	43	-1	% of those saying "yes" in Q.9a
Do not reflect		49	-2	
Depends (vol.)		7	-3	
Not sure		1	-4	

9h. **Overall, do the reforms that were enacted reflect the views of administrators in your district, or not?**

Do reflect	(22(	64	-1	% of those saying "yes" in Q.9a
Do not reflect		24	-2	
Depends (vol.)		5	-3	
Not sure		8	-4	

10. **Now I am going to read you some suggestions for improving relations between schools and other institutions. Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general. READ EACH ITEM.**

ROTATE—START AT "X"	Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect at All (Vol.)	Not Sure
( ) a. Businesses organizing information campaigns to build **public** support for the schools (23)	53 -1	41 -2	4 -3	1 -4	* -5	* -6
( ) b. Businesses organizing campaigns to build **legislative** support for the schools (24)	51 -1	40 -2	8 -3	1 -4	* -5	* -6
( ) c. Businesses providing assistance for equipment, curriculum, and teacher training (25)	50 -1	43 -2	5 -3	1 -4	* -5	1 -6
( ) d. Businesses providing to teachers experience in business and industry (26)	28 -1	63 -2	7 -3	1 -4	1 -5	1 -6
( ) e. Business and school partnerships, such as "adopt-a-school" programs (27)	38 -1	51 -2	6 -3	1 -4	1 -5	3 -6
ROTATE—START AT "X"						
( ) f. Colleges opening certain courses to particularly bright high school students (28)	58 -1	38 -2	2 -3	* -4	1 -5	* -6
( ) g. Colleges offering advanced courses to teachers in their own subject specialties (29)	66 -1	32 -2	1 -3	* -4	* -5	* -6
( ) h. Colleges placing liberal arts undergraduates in internships in the public schools (30)	32 -1	52 -2	13 -3	2 -4	1 -5	1 -6
( ) i. Colleges sponsoring seminars for teachers' in-service training (31)	53 -1	43 -2	3 -3	1 -4	1 -5	* -6

11. Have you ever seriously considered *leaving* teaching to go into some other occupation?

Yes, considered	(32(51	-1	(ASK Q.12)
No, not considered	49	-2	(SKIP TO Q.16)
Not sure	*	-3	(SKIP TO Q.16)

12. What were the main things that made you consider *leaving* teaching? Anything else?

62% low salary; 41% working conditions; 31% student-related; 25% administration-related; 25% lack of respect; 22% emotional effects; 21% community and parents-related; 27% miscellaneous

13. What were the main things that made you decide to *stay* in teaching? Anything else?

74% job satisfaction; 43% job benefits; 12% lack of options, lack of opportunities; 9% too many years invested; and 15% miscellaneous

14. The most recent time you considered going into a different occupation, what occupation was that?

ASK FOR JOB TITLE AND MAIN DUTIES—DESCRIBE IN DETAIL, IF POSSIBLE:

12% executive/managerial; 29% professional specialties; 8% technical; 18% sales; 6% administrative support; 6% other (service, farm, craft, laborer); 22% no specific occupation

IF *NO SPECIFIC* OCCUPATION, SKIP TO Q.16

15. **We'd like you to rate some of the aspects of teaching *compared* to (OCCUPATION MENTIONED IN Q.14). From what you know, is/are the (READ EACH ITEM) better in teaching or better in (OCCUPATION MENTIONED IN Q.14)?**

Base: Total Answering ROTATE—START AT "X"	Better in Teaching	Better in Other Occupation	Same, No Difference (Vol.)	Not Sure
( ) a. Salary	(41(12 -1	81 -2	5 -3	3 -4
( ) b. Intellectual challenge	(42(47 -1	38 -2	13 -3	2 -4
( ) c. Personal satisfaction	(43(65 -1	23 -2	8 -3	4 -4
( ) d. Equipment you have to work with	(44(17 -1	68 -2	11 -3	5 -4
( ) e. Professional prestige	(45(18 -1	74 -2	6 -3	3 -4
( ) f. Caliber of the colleagues you work with	(46(50 -1	26 -2	20 -3	4 -4
( ) g. Job security	(47(69 -1	19 -2	9 -3	3 -4
( ) h. Your control over your own work	(48(31 -1	57 -2	9 -3	3 -4
( ) i. Retirement benefits	(49(44 -1	38 -2	8 -3	11 -4
( ) j. Health insurance benefits	(50(40 -1	35 -2	17 -3	9 -4
( ) k. Vacation benefits	(51(68 -1	24 -2	5 -3	3 -4
( ) l. Total number of hours worked each week	(52(33 -1	47 -2	16 -3	3 -4

16. **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?**

Very likely	(53(12 -1	27%
Fairly likely	14 -2	
Not too likely	26 -3	73
Not at all likely	47 -4	
Not sure	* -5	

TO BE ASKED OF EVERYONE

F1a. **These last few questions are for background purposes only. In an average week, how many hours do you spend, in total, on school-related responsibilities—including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?**

|_|_| hours (54–55)
Mean = 51
Median = 50

Not sure ...(56(-1

F1b. **Of the total hours you spend in an average week on school-related responsibilities, how many hours would you say are on paperwork, administration, and other tasks *not* directly related to teaching students in your classes?**

|_|_| hours (57–58)
Mean = 13
Median = 10

Not sure ...(59(-1 (Mean % = 24%)

F1c. **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

Almost every day	(60(16	-1
Several days a week	20	-2
Once or twice a week	34	-3
Less often than once a week	27	-4
Never	3	-5
Not sure	*	-6

F2. **For purposes of receiving state school aid, is your school district considered to be of above average wealth, average wealth, or below average wealth?**

Above average wealth	(61(21	-1
Average wealth	42	-2
Below average wealth	36	-3
Not sure	1	-4

F3. **Is the area where your school is located considered inner city, urban, suburban, small town, or rural?**

Inner city	(62(10	-1	21
Urban	11	-2	
Suburban	24	-3	
Small town	32	-4	55
Rural	23	-5	
Not sure	*	-6	

F4. **Regardless of the number of schools you've taught in, for about how many *years*, in total, have you worked as a teacher?**

|_|_| years (63-64)

Mean = 16
Median = 15

Not sure....(56(-1

F5. **Have you ever served in a position, or have you ever been asked to serve in a position, of supervising other teachers?**

Yes, served or was asked to serve ...(66(	47	-1
No	53	-2
Not sure	*	-3

F6. **Have you ever received any award, citation, or special recognition for your teaching?**

Yes, received...(67(	37	-1
No, did not	63	-2
Not sure	*	-3

F7. **Are you a member of a teachers' union or association such as the AFT or NEA?**

Yes, member .....(68(	82	-1
No, not a member	18	-2
Not sure	—	-3

F8. **What was the *last* grade or level of school that you yourself completed?**

READ LIST IF NECESSARY

Less than high school graduate 69	(—	-1	(SKIP TO Q.F. 10)
High school graduate	—	-2	
Some college	—	-3	
Two-year college graduate	*	-4	
Four-year college graduate	17	-5	(SKIP TO Q.F. 9)
Some graduate credits.....	30	-6	
Master's completed.....	28	-7	
Credits beyond master's	24	-8	
Ph.D. completed.....	1	-9	

F9. **Was your undergraduate college degree in education, or not?**

Yes, education .....(70(	72	-1
No, not education	28	-2
Not sure	*	-3

F10a. **Did you go into teaching directly after your own education, or did you do something else for a while?**

Went directly into teaching	(71(	78	-1
Did something else		22	-2
Not sure		*	-3

F10b. **When you took your first teaching job, did you have any interesting job options in *other* occupations at that time, or not?**

Had other job options	(72(	26	-1
Did not have		73	-2
Not sure		*	-3

IF "SOME GRADUATE CREDITS" *OR* MORE ADVANCED EDUCATION IN Q.F8 ASK:

F11. **Was your graduate training mainly in education, or not?**

Yes, mainly in education	(73(	81	-1	% of those with some graduate education
No, not mainly in education		18	-2	
Not sure		1	-3	

ASK EVERYONE

F12. **How old are you? READ LIST**

18 to 20 years	(74(	—	-1
21 to 24 years		1	-2
25 to 29 years		8	-3
30 to 34 years		17	-4
35 to 39 years		22	-5
40 to 49 years		29	-6
50 to 64 years		23	-7
65 or over		1	-8

F13. **In addition to your teaching activities, have you worked at any other kind of job for pay at any time during the past 12 months?**

Yes, have worked at other job	(75(	28	-1	(ASK Q.F14)
No, haven't worked at other job		72	-2	(SKIP TO Q.F15)
Not sure		–	-3	(SKIP TO Q.F15)

F14. **Was this other job during the summer only, during the school year only, or was it during both of these time periods?**

Summer only	(76(	25	-1	% of these with job in Q.F13
School year only		6	-2	
During both periods		69	-3	
Not sure		*	-4	

F15. **Which of the following income categories best describes the 1984 income you derived from *teaching*, before taxes. Was it (READ LIST)?**

$15,000 or less.....	(77(	9 -1
$15,001 to $20,000		33 -2
$20,001 to $25,000		28 -3
$25,001 to $30,000		18 -4
$30,001 to $35,000		9 -5
$35,001 to $40,000		3 -6
$40,001 or over		1 -7
Not sure		1 -8

F16. **Which of the following income categories best describes your total 1984 *household* income from *all* sources, before taxes? Was it (READ LIST)?**

$15,000 or less.....	(78(	2 -1
$15,001 to $20,000		8 -2
$20,001 to $30,000		26 -3
$30,001 to $40,000		26 -4
$40,001 to $50,000		17 -5
$50,001 or over		19 -6
Not sure		2 -7

78-80Z

REGION

East	25
Midwest	25
South	33
West	17

(*All* 50 states and District of Columbia are represented in proper proportion. Oversamples of New York and California are weighted down to the proper size for a national cross-section.)

F17. **In addition to interviewing current teachers, we are also interested in interviewing *former* teachers who have left teaching during the past 5 years and are currently working at some *other* occupation. Do you know anyone like that whose name and phone number you could give us? If you wish, we will not mention your name.**

RECORD ON SPECIAL CARDS PROVIDED

This completes the interview. Thank you very much for your cooperation!

For more copies please write:

THE AMERICAN TEACHERS SURVEY
METROPOLITAN LIFE INSURANCE COMPANY
One Madison Avenue
New York, New York 10010

Metropolitan Life Insurance Company
One Madison Avenue, New York, NY 10010-3690

T23883 (8-85) Printed in U.S.A.